THE LETTER PEOPLE

All About Us

TEACHER'S MANUAL

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New Dimensions in Education, Inc. , Norwalk, Conn.

All About Us

Production: Ed Eisenberg
Alan Meschkow

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FOREWORD

The **All About Us** series of living skills booklets continues the NDE tradition of child centered learning through personal involvement. The **All About Us** materials are introduced after the children have met the "life size" huggable Letter Person in a group situation. Each child now has a chance to relate to the Letter Person on a more intimate, one-to-one basis. Using **All About Us,** children have the pleasure of exploring and sharing thoughts, information, jokes and personal feelings with each of their new Letter People friends.

Following each Letter Person's example, children are encouraged to participate in activities that lead to early awareness of themselves as unique and worthwhile people. They make thoughtful and discriminating decisions, express opinions and thus learn to cope successfully with their environment. Every child's opinion is always respected because there are no right or wrong answers, only the excitement and rewards of learning.

When an **All About Us** booklet is completed — by coloring, drawing, copying or writing — it becomes a personal picture record for each child. It says something about that child alone . . . initials, birthday, address, or special preferences. Best of all, each child may keep all twenty-six booklets to collect and to share with those at home.

Each of the twenty-six **All About Us** booklets is designed to meet the cognitive as well as affective needs of young children. Besides reviewing the characteristics and letter sounds of the Letter People for reading and language practice, a broad spectrum of practical daily living information and concepts are discussed. These topics were selected by early childhood specialists as most relevant to children in their first year at school.

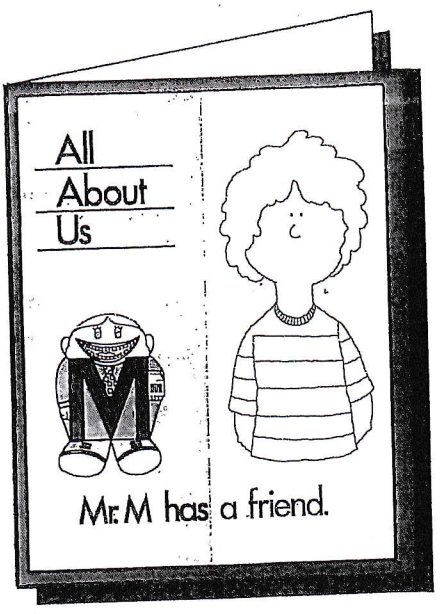
Receiving the bright **All About Us** booklets is a special event that children can look forward to each week, twenty-six times during the year; an event on which teachers can depend for sustained interest throughout the school year.

TEACHER OBJECTIVES:

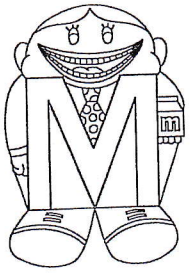
To reinforce the characteristic and sound of Mr. M.
To introduce the children to the months of the year.
To familiarize the children with the calendar.

PERFORMANCE OBJECTIVES:

The child will demonstrate an awareness of the calendar.
The child will demonstrate an awareness of the names of some of the months.
The child will say words with the *m* in the initial position.



LESSON PLAN



Mr. M made special booklets for us.

Distribute the Mr. M *All About Us* booklets to the children.

Look at the front of the booklet.
Find the words at the top.
Mr. M wants us to listen to them.

Point to the words, "All About Us."
Read them to the children.

Which Letter Person's picture do you see? (Mr. M)
Whose picture do you think is next to Mr. M?
Mr. M says that the words under the pictures will tell us.

Read aloud, "Mr. M has a friend."

Let's ask Mr. M who his friend is.

Have several children ask him.
Pretend he wants to talk to you.

Mr. M says he wanted to draw a picture of each of us, but it was too hard.
He wants you to help him make the picture look like someone you know.
If you want the picture to look like you, color the hair the same color as your hair.
Color the eyes the same color as your eyes.
Make the shirt look like a shirt you have.

What did Mr. M forget to draw on the face? (a mouth)
You can make the mouth look like your mouth.
Remember, you do not have to make the picture look like you.
It can look like anyone you wish.

Give the children the opportunity to complete the picture.

Have them open their booklets.
Point to the first sentence on the left-hand side.
Read it to the children: "Mr. M has a munching mouth."

Mr. M put a picture in the sentence to help him remember what it says.

Point to the rebus of the munching mouth in the sentence.
You may want the children to pretend to reread the sentence with you.
Explain that Mr. M wrote something important in the next sentence.
Read aloud, "Mr. M's favorite month is March."
Discuss with the children the months of the year. Introduce the word *calendar.* Talk about months as they relate to the seasons of the year.

What is Mr. M holding? (a calendar)
What month do you think he is looking at? (March)
What did Mr. M tell us? (His favorite month is March.)
Why do you think Mr. M likes to talk about months?
Why do you think his favorite month is March? (*Months* and *March* start with the same sound that starts *munching mouth.* Stress the *m* in *m*onths, *M*arch and *m*unching *m*outh.)

Mr. M took this whole page to tell us about himself.
He told us he has a munching mouth.
He told us his favorite month is March.
Mr. M says the next page is for us to tell him about ourselves.

Look at the next page.
Put your finger on the dotted line.
Write your name on the dotted line for Mr. M to see.

Select a child's booklet and read his/her sentence. (*e.g.,* Patsy has a mouth.)
Read several other children's sentences.
Have them turn to the back of the booklet.

Let's listen to what Mr. M wrote at the top.

Read aloud, "Let's talk about months."

Where did Mr. M put all the months? (on the clothesline)
Find the clothesline closest to the little bird.
Put your finger on the first month.

Its name is January.
Let's say it for Mr. M to hear.

Continue this procedure with the remaining eleven months.

Mr. M has listened to us say the name of each month.
He heard two names that start with the same sound that starts "munching mouth."
What are they? (March and May)
He wants each of us to choose a favorite month.

Give the children the opportunity to discuss reasons for preferring one month rather than another (*e.g.*, birthday, holiday).

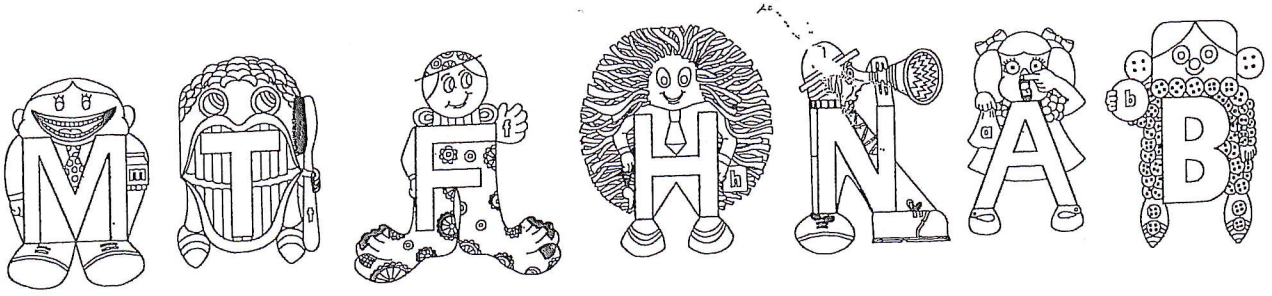
Have the children open their booklets.
Refer them to the second sentence on the right-hand page.
Explain that Mr. M wants them to use this sentence to write their names and favorite months.

Have them write their names on the dotted line.
You may want to mention the apostrophe s. It is not necessary to go into anything more than a superficial explanation.

Explain that the sentence is not finished. To prove this, select a child's booklet and read the sentence aloud. (*e.g.*, Carol's favorite month is .)

Mr. M says he knows why the sentence isn't finished.
It doesn't tell what Carol's favorite month is.

Read several other sentences, following the same procedure.
Explain that some children may finish the sentence by dictating the name of their favorite month for you to write.
Others may be able to copy the name of their favorite month.
Some may wish to draw a picture of something they associate with their favorite month.
When the sentences have been completed, read several aloud.
You may wish to prepare a timeline depicting the months of the year.
Encourage the children to take booklets home.
Have them ask members of their family to tell Mr. M their favorite months.

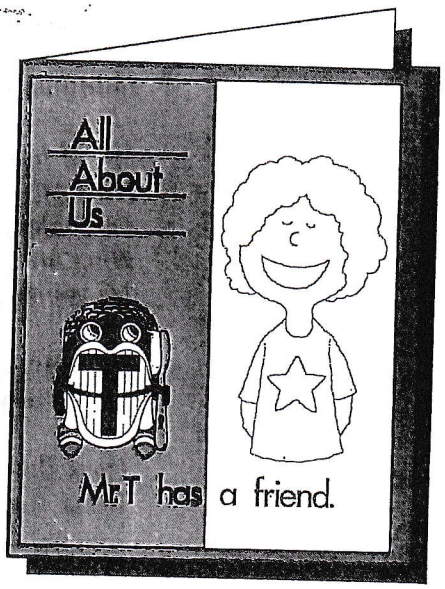


TEACHER OBJECTIVES:

To reinforce the characteristic of Mr. T.
To help children become familiar with numerals and letters on the telephone dial.
To help children become familiar with their own telephone numbers.

PERFORMANCE OBJECTIVES:

The child will say words with the *t* in the initial position.
The child will dictate or copy his or her own telephone number.
The child will role-play, using the telephone.



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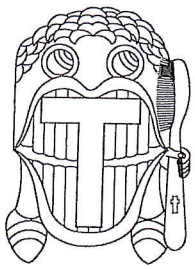


Mr. M told Mr. T about the booklets he made for each of us.
Mr. T thought it was a terrific idea and he made booklets for us too.

Distribute the Mr. T "All About Us" booklets.
Ask the children to look at the front of the booklets.
Point to the words "All About Us."
Explain that Mr. T also wants to call his booklets "All About Us."

Which Letter Person's picture do you see? (Mr. T)
Whose picture do you think is next to Mr. T?
The words under the pictures will tell us.
Put your finger under them.
The words say, "Mr. T has a friend."
If you want the picture of Mr. T's friend to look like you, how can you finish the picture? (*e.g.*, Color the hair the color of your hair. Color the eyes the color of your eyes. Make the shirt look like a shirt you have.)

Remind the children that they do not have to make the picture look like themselves.
They can make it look like anyone they wish.

What is special about Mr. T? (his tall teeth)
Look at Mr. T's friend's face.
Put your finger on the mouth.
What did Mr. T leave out when he drew the mouth? (teeth)
Mr. T wants each of us to draw teeth.

Give the children the opportunity to complete the picture.
Select a child's booklet and hold it so the class can see it.

This booklet says, "All About Us."
This is Mr. T.
This is his friend.
The sentence under the picture says, "Mr. T has a friend." (*e.g.*, Jennifer *will tell us who she wants Mr. T's friend to be.*)

Select several other booklets and follow the same procedure.

Have the children open the booklets.
Point to the first sentence on the left-hand side.
Point to the rebus of the tall teeth.

Mr. T says it is easier for him to remember what the sentence says when he puts a picture in it.

Read aloud, "Mr. T has tall teeth."
Let the children pretend to reread it with you.

Mr. T will tell us something important in the next sentence.
He will tell us his telephone number.

Read aloud, "Mr. T's telephone number is TT-2-2222."

What picture did Mr. T put in the sentence? (a telephone)
Why do you think he put a picture in the sentence? (It helps him remember what the sentence says.)
Look at the picture under the sentence.
What is Mr. T doing? (talking on the telephone)
To which Letter Person do you think he is talking?

At this time you may wish to pursue skills for using the telephone. It is important that children be aware of the proper way of answering the telephone. The local telephone company is an excellent source for material.
There are booklets describing ways to use the telephone, plus a newly released filmstrip series.

Why do you think telephones are important to Mr. T? (*Telephone* starts with the same sound as *tall teeth.*)
Mr. T took this whole page to tell us about himself.
He told us he has tall teeth.
He told us his telephone number is TT-2-2222.
Mr. T says the next page is for us to tell him about ourselves.
Look at the next page.
Put your finger on the dotted line.
Mr. T wants us to write our names on the dotted line.
Then we'll listen to the sentence.

Give the children the opportunity to write their names.

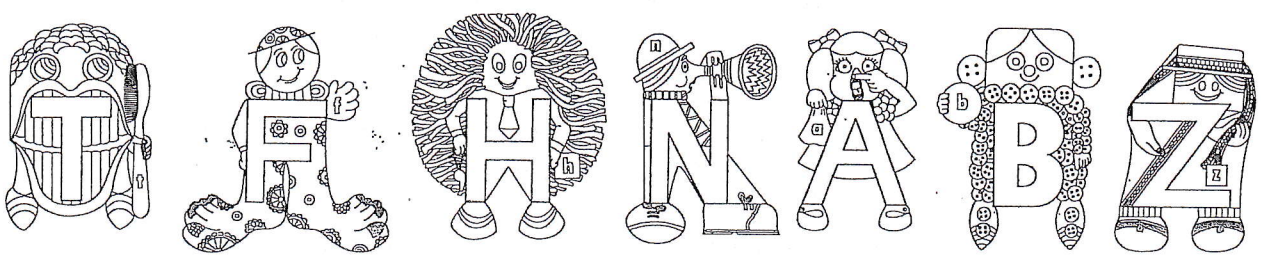
Select a booklet and read the child's sentence to the class (*e.g.*, Bret has teeth).
Do this with several booklets.
Some children may want to tell what their sentences say.

Draw attention to the second sentence.
Explain that Mr. T wants the children to tell him their telephone numbers.

Mr. T wrote another sentence.
He could not finish it.
He made a dotted line where we can each write our name.
He left space for us to write our telephone number.
When our sentences are finished, Mr. T can listen to them.

Have the children write their names on the dotted line.
Then have them tell you their telephone number.
Write it for them in the space provided.
Read their sentences aloud.
Some children may wish to write their telephone numbers by themselves.
Write the numbers for them and let them copy their own number onto the booklet.

Have the children turn to the back of the booklet.
Draw their attention to Mr. T and the child holding telephone receivers.
Read aloud, "Let's talk about the telephone."
Explain that Mr. T drew a great big telephone dial.
Have the children pretend to dial their telephone numbers, using Mr. T's dial.
Children can role-play and demonstrate proper telephone etiquette.
Encourage the children to take their booklets home and have members of their family "dial" telephone numbers, using the dial on the back page of the booklet.



TEACHER OBJECTIVES:

To review the characteristic and sound of Mr. F.

To have children identify names of some fruits.

To encourage discussion about classification, shape, taste, etc. of fruit.

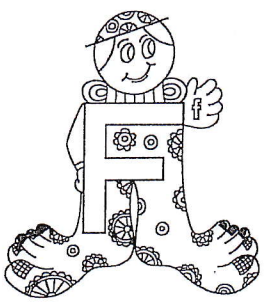
PERFORMANCE OBJECTIVES:

The child will identify certain fruit by name.

The child will classify fruit by taste, etc.

The child will say words with the *f* in the initial position.

LESSON PLAN



Mr. F heard about the booklets Mr. M and Mr. T gave us.
Guess what Mr. F made for each of us. ("All About Us" booklets)

Distribute the Mr. F booklets to the children.

Look at the front of the booklet.

Point to "All About Us."
Read it aloud.

Which Letter Person's picture do you see? (Mr. F)
Whose picture do you think is next to Mr. F? (his friend)
Put your finger on the words under the pictures.
The words say, "Mr. F has a friend."
When Mr. F drew this picture what did he leave out? (feet)
Draw feet for Mr. F's friend.
What is special about Mr. F? (his funny feet)
Look at the picture of Mr. F's friend.
If you want the picture of Mr. F's friend to look like you, what will you do?

Give the children the opportunity to complete the picture.
Remind them that it may look like anyone they wish.

Select several booklets and read aloud.

This is Mr. F.
This is his friend.
The sentence under the picture says, "Mr. F has a friend."

Have the children open the booklets.
Point to the first sentence on the left-hand side.

What picture did Mr. F put in the sentence? (funny feet)

Read aloud, "Mr. F has funny feet."
Let the children pretend to reread the sentence with you.

Ask the children to look at the picture at the bottom of the page.

Mr. F has been very busy eating.
What has he been eating? (apples, bananas, a pear, a lemon, a strawberry and a cherry)
What is one name we can give to all the things he has been eating? (fruit)
Mr. F says he likes all fruit.
Why do you think Mr. F likes fruit? (*Fruit* starts with the same sound as *funny feet.*)

Point to the sentence, "Mr. F likes all fruit."
Read it aloud.

Mr. F took this whole page to tell us about himself.
What did he tell us first? (He has funny feet.)
What did he tell us next? (He likes all fruit.)
Mr. F says the next page is for us to tell him about ourselves.
Mr. F wants us to write our names on the first dotted line.
Write your name and Mr. F will listen to your sentence.

After the children have written their names, select booklets and read the sentences aloud.
Have the children turn to the back of the booklet.
Read the sentence, "Let's talk about fruits."
Have them find and name the different fruits.

In your discussion of fruits, encourage responses dealing with classification of fruits (*e.g.*, shapes, taste, peeling, seeds). This could lead into a further discussion of classification per se. Why do we use words such as fruit, vegetables, etc.? Time can be devoted to the story of fruit-growing.
Have the children select one or two fruits, *e.g.*, oranges, apples, bananas.
Where does fruit come from? How does it grow: on bushes, vines, trees, etc.? Which fruits grow nearby? Perhaps the children would like to plant seeds as a class project.

Mr. F wants each of us to tell him the name of our favorite fruit.
Have the children open their booklets.
Refer them to the second sentence on the right-hand page.
Explain that Mr. F wants them to use the sentence to write their name and favorite fruit.

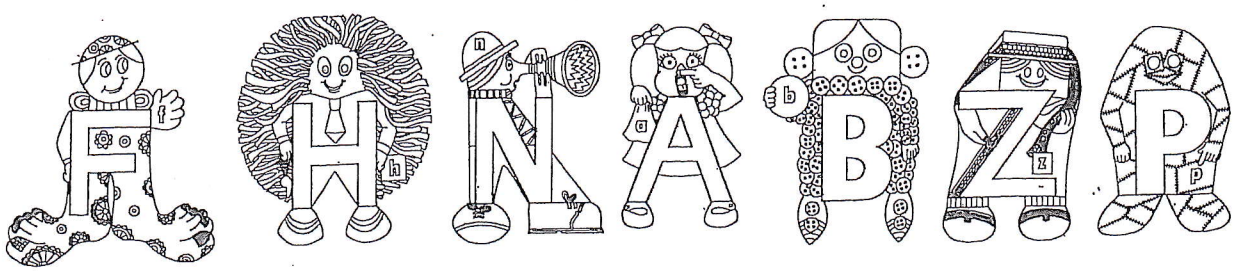
Mr. F made a dotted line where we can each write our name.
Let's write our names and see if that will finish the sentence.

Have the children write their names on the line.
Then select a booklet and read the sentence aloud to prove it is incomplete (*e.g.*, Barbara's favorite fruit is .).

Mr. F says he knows why the sentence isn't finished.
It doesn't tell Barbara's favorite fruit.
Let's listen to another sentence.

Select several booklets and follow the above procedure.
Have the children suggest ways of finishing the sentence (*e.g.*, drawing a picture of their favorite fruit, cutting and pasting a picture, dictating the name of their favorite fruit or copying the name).

Help the children share their sentences.
Encourage them to tell the name of their favorite fruit to Mr. F.
Suggest that they take their booklets home.
Have them ask members of their family to tell Mr. F their favorite fruits.

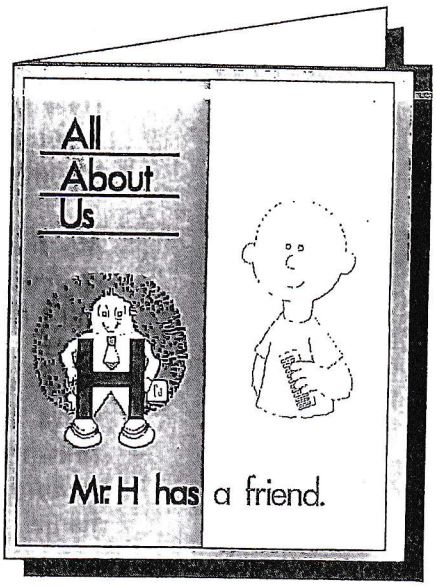


TEACHER OBJECTIVES:

To associate pictures with holidays.
To reinforce the characteristic and sound of Mr. H.
To review months.

PERFORMANCE OBJECTIVES:

The child will identify certain holidays.
The child will say words with the *h* in the initial position.
The child will identify certain holidays by looking at a picture.
The child will relate certain holidays to months.



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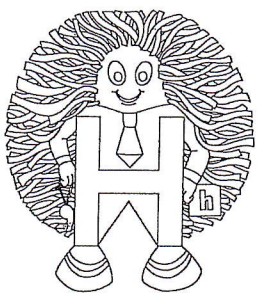


Mr. H made "All About Us" booklets.

Distribute the Mr. H booklets.
Have the children look at the front of the booklet.
Read the words "All About Us" to them.

Which Letter Person's picture do you see? (Mr. H)
Whose picture do you think is next to Mr. H's? (his friend's)
Put your finger on the words under the pictures of Mr. H and his friend.
The words say, "Mr. H has a friend."
What is special about Mr. H? (his horrible hair)
Mr. H wants us to draw hair on the picture of his friend.
If you want the picture of Mr. H's friend to look like you, make the hair look like your hair.
What else can you do to finish the picture? (*e.g.*, Color the eyes the color of your eyes.)

Give the children the opportunity to complete the picture.
Select several children's booklets and read them aloud.

Have the children open the booklet.
Point to the first sentence on the left-hand side.
Ask them what picture Mr. H put in the sentence.
Read aloud, "Mr. H has horrible hair."
Let them pretend to reread the sentence with you.

Explain that the next sentence tells Mr. H's favorite holiday.
Have the children discuss the picture at the bottom.

Guess the name of Mr. H's favorite holiday.
Let's listen to the sentence and see if we are right.

Read aloud, "Mr. H's favorite holiday is Halloween."
Ask them why they think Mr. H likes holidays and why his favorite holiday is Halloween. (*Holiday* and *Halloween* start with the same sound as *horrible hair.*)

Mr. H took this whole page to tell us about himself.
What did he tell us first? (He has horrible hair.)
What did he tell us next? (His favorite holiday is Halloween.)
Mr. H says the next page is for us.
What does Mr. H want each of us to write on the first dotted line? (our name)
Write your name and then we'll let Mr. H listen to your sentence.

After the children have written their names, select booklets and read the sentences to the class.

Mr. H says he wants us to look at the picture of holidays he drew on the back page.

Have the children turn to the back of the booklet.

Read aloud, "Let's talk about holidays."
Help them identify the different pictures.
Ask them what holiday each picture makes them think about.
Discuss briefly what is special about each holiday.
Ask the children to tell about other holidays they celebrate.
This is an added opportunity to review and/or teach more of the months of the year.

A unit or portion of a unit can begin by dealing with holidays, *e.g.*, patriotic, festival, etc.

Mr. H wants each of us to tell him the name of our favorite holiday.

Have the children open their booklets.
Draw the children's attention to the second sentence on the right-hand page.
Explain that Mr. H wants them to use the sentences to write their name and favorite holiday.

Have the children write their names on the dotted line.
Then select a booklet and read the sentence aloud to prove it is incomplete (*e.g.*, Alan's favorite holiday is .).

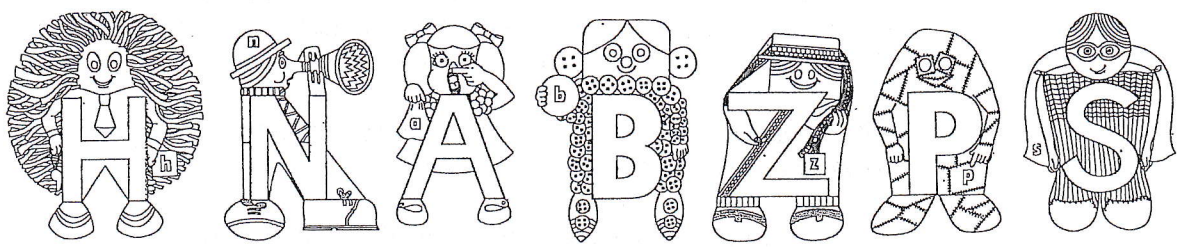
Mr. H says he knows why the sentence isn't finished.
It doesn't tell Alan's favorite holiday.

Select several booklets and follow the above procedure.
Explore with the children different ways of finishing the sentence

(*e.g.*, dictating the name of a holiday, drawing a picture to represent a holiday or finding a picture in a magazine).
Help the children share their completed sentences. Encourage them to tell the name of their favorite holidays to Mr. H.

If you make a timeline of months, add holidays to the time line.

Suggest that the children take the booklets home and ask members of their family to tell Mr. H their favorite holidays.

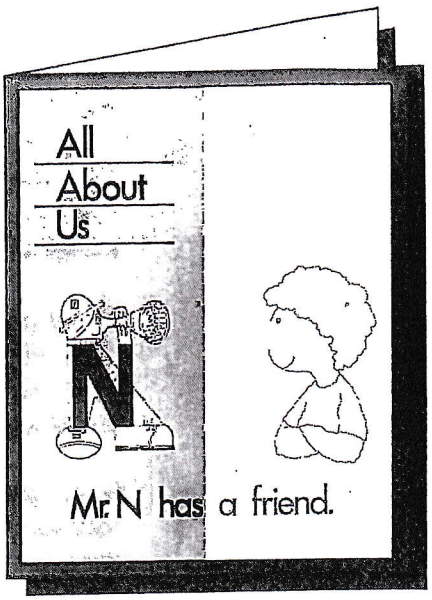


TEACHER OBJECTIVES:

To reinforce characteristic and sound of Mr. N.
To review numerals.

PERFORMANCE OBJECTIVES:

The child will state numerals.
The child will say words with the *n* in the initial position.
The child will hear a number word and point to the numeral written on the fantasy character picture.



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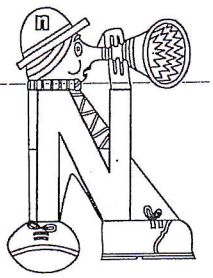


Mr. N's noisy nose has been making so much noise.
He never heard about the "All About Us" booklets.
Mr. H had to send him a letter to remind him to make them.
Here they are.

Distribute the booklets.
Point to the words, "All About Us."
Read the title aloud.

Which Letter Person's picture do you see? (Mr. N's)
Whose picture do you think is next to Mr. N? (his friend's)
Put your finger on the words under the pictures.
The words say, "Mr. N has a friend."

What is special about Mr. N? (his noisy nose)
Mr. N wants us to draw a nose on the picture of his friend.
If you want the picture of Mr. N's friend to look like you, make the nose look like your nose.

Give the children the opportunity to complete the picture.
Remind them that it can look like anyone they wish.
Select several booklets and read them aloud.

Have the children open the booklets.
Point to the first sentence on the left-hand side.
Ask the children what picture Mr. N put in the sentence. (his noisy nose)
Read aloud, "Mr. N has a noisy nose."
Let the children pretend to reread the sentence with you.

Explain that the next sentence tells us Mr. N's favorite numeral.

Ask the children to look at the picture and guess the name of Mr. N's favorite numeral.
Read aloud, "Mr. N's favorite numeral is 9."
Ask them why they think Mr. N likes numerals and why his favorite numeral is nine. (*Numerals* and *nine* start with the same sound as *noisy nose.*)

Mr. N took this whole page to tell us about himself.
What did he tell us first? (He has a noisy nose.)
What did he tell us next? (His favorite numeral is nine.)
Mr. N says the next page is for us.

pass out pencils

What does Mr. N want each of us to write on the first dotted line? (our names)
Write your name and then Mr. N will listen to your sentence.

After the children have written their names, select booklets and read the sentences aloud.
Explain that Mr. N wants the children to look at the picture he drew on the back of the booklet.
Have them turn to the back of the booklet.

Read aloud, "Let's talk about numerals."
Give the children time to enjoy the picture.
Ask them to name the numerals they see.

You might have one child call out a numeral.
The others should look for the numeral.
When they find it they should put a finger on it, and then tell on which fantasy character the numeral is found.

Help the children discover which numerals Mr. N included in his picture.

After you have discussed the numerals indicated in the picture, discuss with the children where numerals may be found. Why do we need numerals?
The children may point out numerals that are readily visible in the classroom on clocks and watches, rulers, etc.

Recall with the children that Mr. N's favorite numeral is 9. Ask them to each tell Mr. N what their favorite numeral is. Have them open their booklets.

Draw the children's attention to the second sentence on the right-hand side. Explain that Mr. N wants them to use the sentences to write their names and favorite numerals.

Have the children write their names.
Select a booklet.
Read the sentence aloud to prove it is incomplete. (*e.g.*, Janet's favorite numeral is .)

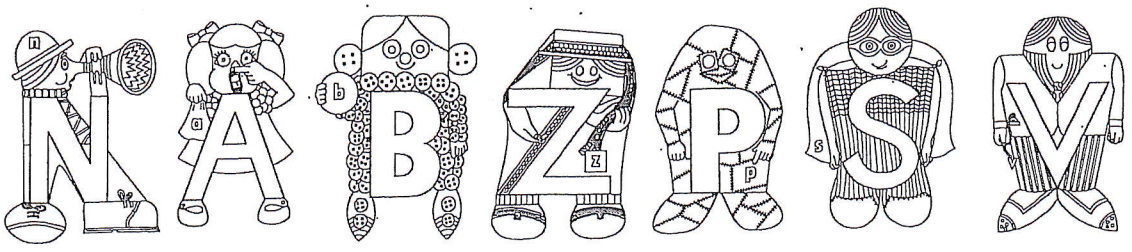
Mr. N says he knows why the sentence isn't finished.
It doesn't tell Janet's favorite numeral.

Select several booklets and follow the above procedure.
Discuss ways in which the children may complete their sentences.

Some children may want to dictate the numeral.
Others may want to find the numeral in a magazine, cut it out and paste it on the booklet.
Others may draw the numeral.)
Read aloud completed sentences.
Encourage the children to tell the name of their favorite numeral to Mr. N.
Suggest that they take the booklets home and have members of their family tell Mr. N their favorite numeral.

Can write own favorite numeral

Draw + color in front of booklet.

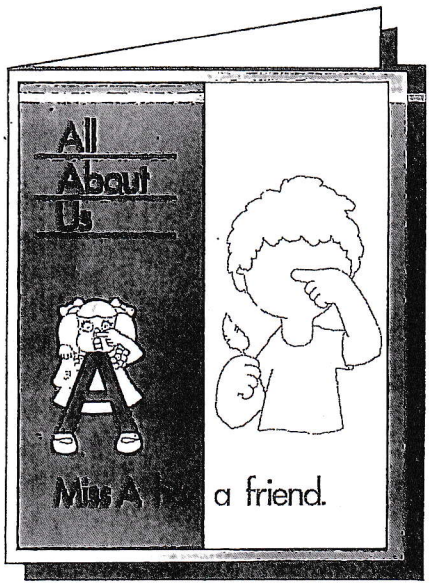


TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Miss A.
To emphasize the concept of address.
To have children state and copy addresses.

PERFORMANCE OBJECTIVES:

The child will say words with the short *a* sound in the initial position.
The child will state his address.
The child will copy his address correctly.
The child will state a reason for numbering houses, identifying streets.



LESSON PLAN

The Letter Boys told Miss A about the "All About Us" booklets.
Miss A made "All About Us" booklets.

Distribute the Miss A booklets.

Point to the words "All About Us."
Read the title aloud.

Which Letter Person's picture do you see? (Miss A)
Whose picture do you think is next to Miss A? (her friend's)
Put your finger on the words under the pictures.
The words say, "Miss A has a friend."
What is special about Miss A? (her *ă' choo*)
Look at the picture of her friend.
What did Miss A forget to draw on the face? (eyes, nose and mouth)
What is Miss A's friend holding that causes a sneeze? (a feather)
How do you know Miss A's friend is going to sneeze? (the position of the finger)
Let's finish the picture of Miss A's friend.
If you want the picture of Miss A's friend to look like you, how will you finish it?

Give the children the opportunity to complete the picture.
Remind them it may look like anyone they wish.
Select several booklets and read them aloud.

Have the children open the booklets.
Point to the full page picture on the left-hand side.

Explain that Miss A used this whole page to show what happens when she keeps sneezing *ă' choo.*

Let's sneeze the way she does.
What happens to the trees when Miss A keeps sneezing ă' choo, ă' choo, ă' choo? (The trees bend.)
What happens to the flowers when Miss A sneezes ă' choo? (The flowers bend.)
Look at the rabbit.
The rabbit is delivering mail.
Miss A sneezes ă' choo.
What flies off the rabbit's head? (the mail cap)

The children may enjoy dramatizing the different things that happen as Miss A sneezes *ă' choo.*
This is an ideal opportunity for the children to practice the short *a* sound as they reproduce Miss A's *ă' choo.*

Have the children look at the right-hand side of the booklet.
Explain that Miss A has written something that is very important.
Read the first sentence aloud.
"Miss A's address is 5 Apple Avenue."

Talk about the word *address.* Discuss its meaning.

Miss A says it's important for each of us to know our address.
Tell Miss A why you think it is important.
Tell her your address.

Give as many children as possible the opportunity to tell their address to Miss A.
Explain that Miss A wants to see their addresses on the booklets. She left space at the bottom.
Have the children find the first dotted line.
Explain that this line is the place Miss A wants them to write their names.
Give them the opportunity to do this.

After the children have written their names, select a booklet and read the sentence aloud to prove it is incomplete. (*e.g.*, Donald's address is .)

Miss A says she knows why the sentence isn't finished.
It doesn't tell Donald's address.
How can Donald finish his sentence? (He can write his address on the second dotted line.)

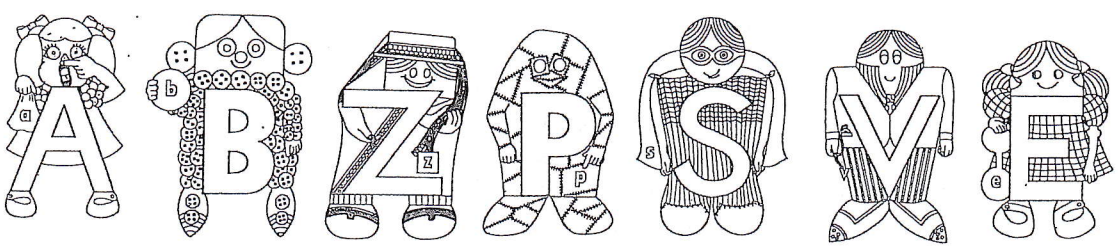
Have Donald dictate his address.
Write it on the book for him.
Read the completed sentence aloud.
Follow the above procedure with each child's booklet.
Some children may be able to copy their addresses onto the booklet.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about addresses."
Explain that Miss A drew a picture. In it there are many places where an address or part of an address may be written.
Miss A wants the children to find and name all the places. (*e.g.*, mail box, package, letter, above the door, on the street sign)

This is an excellent opportunity to discuss additional usages of numerals.

Why is it important for houses to have numerals?
Would the numerals on a house be enough to tell somebody where you lived?
What are some other words that are used to name streets? (e.g., road, drive, parkway, etc.)

Suggest that the children take the booklets home.
Encourage them to tell how Miss A sneezes.
Suggest that they tell why it is important for them to know their address.

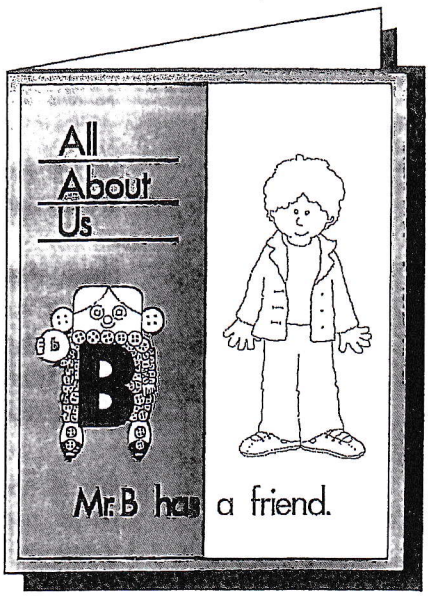


TEACHER OBJECTIVES:

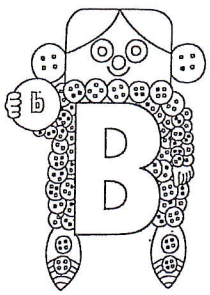
To reinforce the characteristic and sound of Mr. B.
To help children identify their birthday.
To review concept of month, numerals.

PERFORMANCE OBJECTIVES:

The child will identify month and date of birth.
The child will say some months and numbers.
The child will say words with the *b* in the initial position.



LESSON PLAN



Mr. B's beautiful buttons are bursting.
He's so proud of the booklets he made for us.

Distribute the Mr. B "All About Us" booklets.
Ask the children to point to the words "All About Us" as you read them aloud.

Which Letter Person's picture do you see? (Mr. B)
Whose picture do you think is next to Mr. B? (his friend's)
Put your finger on the words under the pictures.
The words say, "Mr. B has a friend."
What is special about Mr. B? (his beautiful buttons)
Find the beautiful buttons on Mr. B.
Look at the picture of Mr. B's friend.
Mr. B wants us to put beautiful buttons on the picture.
Where can we put them?
Finish the picture of Mr. B's friend.
Make it look like you or anyone else.
Don't forget to put lots of beautiful buttons on the picture.

Give the children the opportunity to complete and share their pictures.

Have the children open the booklets.
Point to the first sentence on the left-hand side.
Explain that this time Mr. B put two pictures in the sentence.
Ask the children to name the pictures (beautiful buttons, Mr. B's back).
Read aloud, "Mr. B has beautiful buttons on his back."

Let the children pretend to reread the sentence with you.

Explain that the next sentence tells about a day that is very special to Mr. B.

Mr. B says if we look at the picture he put in the sentence, we will know what day is special to him.

Have the children look at the picture and discover the special day. (Mr. B's birthday)
Read the sentence aloud.
Ask them why birthdays are extra special to Mr. B. (*Birthdays* starts with the same sound as *beautiful buttons.*)

Mr. B took this whole page to tell us about himself.
What did he tell us first? (He has beautiful buttons on his back.)
What did he tell us next? (His birthday is May 6th.)
Mr. B says the next page is for us.

Look at the next page. What does Mr. B want each of us to write on the first dotted line? (our name)

Write it and then Mr. B will listen to your sentence.

After the children have written their names, select a booklet and read the incomplete sentence. (*e.g.*, Larry has buttons on his .)

Mr. B says the sentence isn't finished.
It doesn't tell where Larry has buttons.
Where does Larry have buttons? (e.g., shirt, pants, jacket)
How can Larry finish the sentence? (draw or cut out and paste a picture, dictate a word or copy a word)

Help each child complete his/her sentence.
You may wish to cross out the pronoun (her/his) that does not belong in the completed sentence.
Select several booklets and read the sentences aloud.

Explain that Mr. B has drawn all the months on the back of the booklet.
He wants each of the children to find his/her birthday.
Have the children turn to the back page.
Read aloud, "Let's talk about birthdays."
Have them find the first month.
Read the name of the month to them. (January)

Mr. B says if your birthday is in January, stand up.
Tell him the date.
Let's find the numeral for that date.
Let's put a circle around the numeral and a bigger circle around the month.
When Mr. B looks at the back of your booklet, he knows when your birthday is.

Follow this procedure with each of the remaining months.
Help each child circle the month and date of his/her birthday.

Have the children open their booklets.

Draw their attention to the second sentence on the right-hand side. Explain that Mr. B wants them to use the sentence to tell him their birthdays.

Mr. B wrote another sentence.
He could not finish it.
He made a dotted line where we can each write our name.
Let's write it and see if that will finish the sentence.

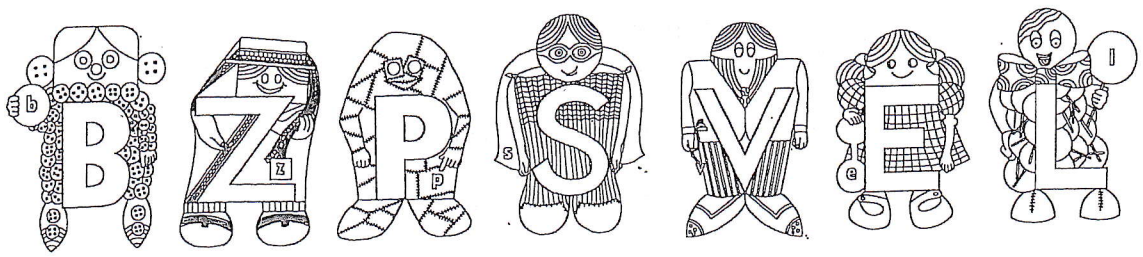
Have the children write their names.
Select a booklet and read the sentence aloud to prove it is incomplete. (*e.g.*, Edith's birthday is .)

Mr. B says he knows why the sentence isn't finished.
It doesn't tell when Edith's birthday is.
How can Edith finish the sentence? (by dictating or copying her birthdate)

Help each child complete his/her sentence.
Select and read several aloud.
Children may enjoy pretending to read the information to Mr. B. from their booklets.

This is an excellent opportunity to review months, days of the month, numbers of days in month, holidays. Discuss with the children birthdays of famous people. Add to the timeline birthdates of the children and famous people.

Encourage the children to take the booklets home.
Suggest they ask members of their family to show Mr. B when their birthday is.

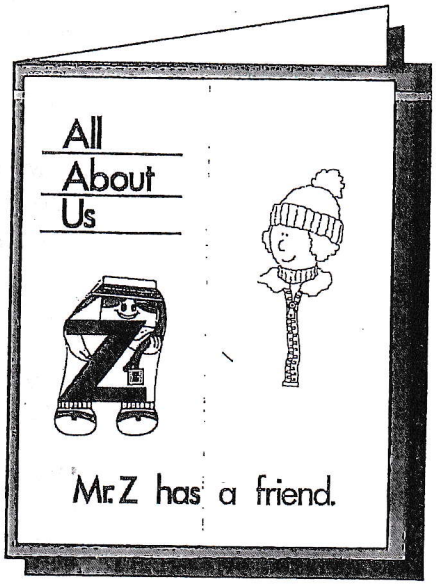


TEACHER OBJECTIVES:

To review the characteristic and sound of Mr. Z.
To introduce basic number-line concepts.
To help children distinguish between 0 (zero) and o (letter).

PERFORMANCE OBJECTIVES:

The child will distinguish the numeral zero from the letter o in context.
The child will say words with the *z* in the initial position.



LESSON PLAN

One day Mr. Z's zipping zippers wouldn't zip.
Mr. Z was very upset.
The Letter People told Mr. Z he would feel better if he stopped thinking about the zipping zippers for a while and did something else.
Mr. Z decided to make booklets for us.

Distribute the Mr. Z "All About Us" booklets to the children.
Put your finger on the words at the top.
Read aloud, "All About Us."
Find Mr. Z.
Find his friend.
Let's read the words under the pictures.
The words say, "Mr. Z has a friend."
What is special about Mr. Z? (his zipping zippers)
Find the zipping zippers on Mr. Z.
Look at the picture of Mr. Z's friend.
What did Mr. Z give to his friend? (a zipping zipper)
Mr. Z did not finish the picture of his friend.
We cannot tell if the zipping zipper is on a jacket, a sweater, or a shirt.
Mr. Z wants us to finish the picture.

Encourage the children to finish the picture.
They may want to add to the body as well as the clothing.
When they've had the opportunity to complete and share their pictures, have them open the booklets.

Point to the first sentence on the left-hand side.

Explain that Mr. Z put two pictures in the sentence.
Ask the children to name the pictures. (zipping zipper, zebra)

Read aloud, "Mr. Z put a zipping zipper on a zebra."
Let them pretend to reread the sentence with you.

Mr. Z was very busy looking for something that starts like his zipping zippers.
He found a zero.
He wrote a sentence to tell us what he found.
Read aloud, "Mr. Z finds a zero."

Look at the picture under the sentence.
How can we tell what the temperature is? (by looking at the thermometer)
What is the temperature? (0°)
Where did Mr. Z find the zero? (on the thermometer)
How can we tell when it's very cold?
Discuss the range of the thermometer.

Mr. Z took this whole page to tell us about himself.
What did he tell us first? (He put a zipping zipper on a zebra.)
What did he tell us next? (He found a zero.)
Mr. Z says the next page is for us.
Look at the next page.
What does Mr. Z want each of us to write on the first dotted line? (our name)
Write your name and then he'll listen to your sentence.

After the children have written their names, select a booklet and read the incomplete sentence. (*e.g.*, Charlotte put a zipper on a .)
Mr. Z says the sentence isn't finished.
It doesn't tell on what Charlotte put a zipper.
On what can Charlotte put a zipper?
How can Charlotte finish the sentence? (draw or cut out and paste a picture, dictate or copy a word)

Help each child complete his or her sentence.
Select several booklets and read the completed sentences aloud.

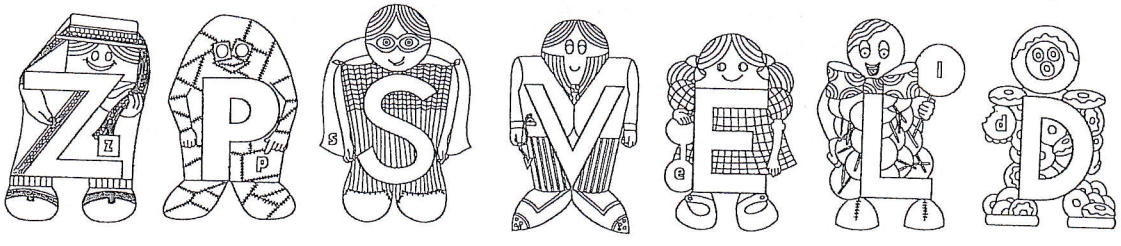
Explain that Mr. Z wants them to look at the back of the booklet.
Mr. Z drew pictures of objects on which he found a zero.

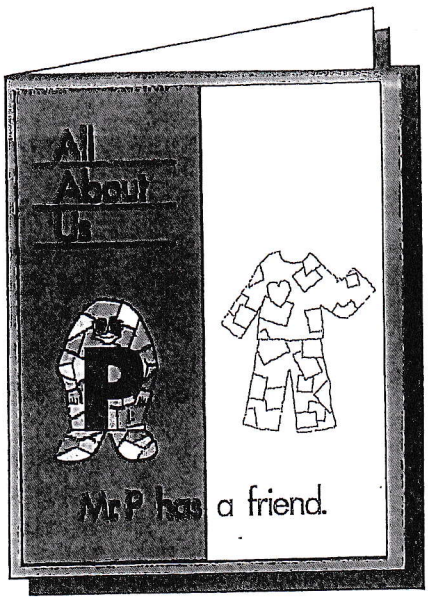
Have the children turn to the back of the booklet.
Read aloud, "Let's talk about zeros."
Discuss each illustration with the children.
Have them find the zero on each object.

Explain that Mr. Z wants them to tell him where they find a zero.
Have them open their booklets.
Draw the children's attention to the second sentence on the right-hand page.

Have each child write his/her name on the dotted line.
Select and read aloud several of the sentences to prove they are incomplete.
Discuss with the children ways of completing the sentence.
Some children may want to draw a picture of one of the objects shown on the back of the booklet.
They may find a similar picture in a magazine and cut it out and paste it at the end of the sentence.
Others may be able to find or think of additional objects. (*e.g.*, adding machine, timer)

Encourage the children to take their booklets home.
Have them ask members of their family to help them find objects on which there is a zero.





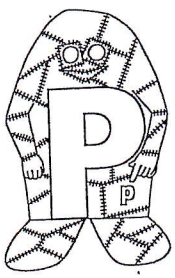
TEACHER OBJECTIVES:

To review the characteristic and sound of Mr. P.
To discuss pets.

PERFORMANCE OBJECTIVES:

The child will talk about pets.
The child will say words with the *p* in the initial position.

LESSON PLAN



Mr. P's pointy patches are popping with pride.
He is so proud of the "All About Us" booklets he made.

Distribute the booklets to the children.

The words at the top say "All About Us."
Why does Mr. P call this booklet "All About Us"? (The booklet will tell things about Mr. P and things about each of us.)
Which Letter Person's picture do you see? (Mr. P)
What is all over Mr. P? (pointy patches)
Find the sentence at the bottom of the booklet.
Let's listen to what it says.
Read aloud, "Mr. P has a friend."
Look at the picture next to Mr. P.
Did Mr. P draw a picture of his friend? (no)
What did Mr. P draw for his friend? (a shirt and pants)
What did Mr. P put on the shirt and pants? (patches)
Mr. P wants us to finish the picture.

Give the children the opportunity to finish the picture.
After they have shared their pictures, have them open the booklet.

Point to the first sentence on the left-hand side.
Ask the children to name the picture Mr. P put in the first sentence. (pointy patches)
Read aloud, "Mr. P likes pointy patches."
Let them pretend to reread the sentence with you.

Explain that Mr. P likes pets.
He wrote a sentence to tell the children what his favorite pet is.
Ask them to look at the picture at the bottom of the page.
Have them whisper the name of Mr. P's favorite pet to him.
Read aloud, "Mr. P's favorite pet is a pig."
Why does Mr. P like pets?
Why is his favorite pet a pig? (Both *pet* and *pig* start with the same sound as *pointy patches.*)
Mr. P used this whole page to tell us about himself.
What did he tell us first? (He likes pointy patches.)
What did he tell us next? (His favorite pet is a pig.)
Mr. P says the next page is for us.

Look at the next page.
What does Mr. P want us to write on the first dotted line? (our name)
What pictures are in the sentence? (pictures of pointy patches)
Tell Mr. P the color of each pointy patch. (red, yellow, blue)
Write your name on the dotted line and then Mr. P will listen to your sentence.

After the children have written their names, select several booklets and read the sentences aloud.
The children may point to and name the color of the patches. (*e.g.*, Barbara likes red, yellow and blue patches.)
The children may wish to circle the color they like best.

Explain that Mr. P would like the children to look at the picture he drew on the back of the booklet.
Have the children turn to the back.

Read the sentence at the top aloud: "Let's talk about pets."
Have the children find and name the pets in the picture.
Ask them to tell about pets they have.

After finding out the different kinds of pets the children have, you may wish to discuss with them the different kinds of animals that are not usually thought of as pets.

Have children tell of instances in which animals not thought of as pets have been used as pets.

Explain that Mr. P wants them to tell him their favorite pet.

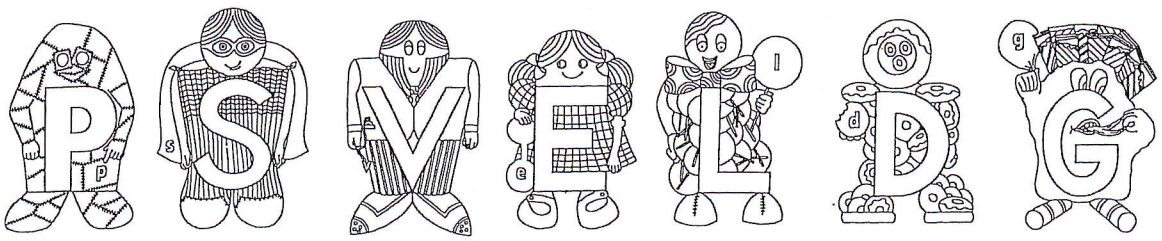
Have them open their booklets.
Draw the children's attention to the second sentence.

Let's each write our name on the dotted line.
Then we can listen to the sentence and see what's missing.

After they have written their names, select a booklet and read the incomplete sentence aloud. (*e.g.*, John's favorite pet is a .)

Mr. P says that he knows why the sentence is not finished.
The sentence does not tell what John's favorite pet is.
How can John finish the sentence? (Draw a picture of his favorite pet.)

Some may prefer finding a picture in a magazine, cutting it out and pasting it at the end of the sentence.
Still others may wish to dictate the name of their favorite pet.
Encourage the children to take the booklets home and have members of their family tell Mr. P what their favorite pet is.

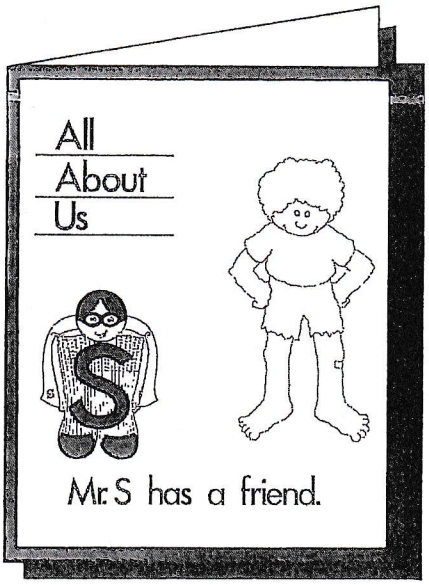


TEACHER OBJECTIVES:

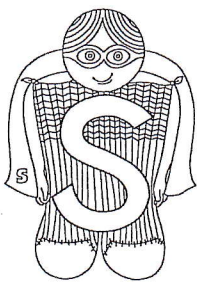
To review the characteristic and sound of Mr. S.
To associate particular shapes with symbols.
To identify the "stop" sign specifically.

PERFORMANCE OBJECTIVES:

The child will recognize sign symbolizing "stop."
The child will identify other types of signs.
The child will say words with the *s* in the initial position.



LESSON PLAN



Mr. S spends so much time soaking his super socks in soap suds.
Mr. S thinks you can soak everything.
Guess what he did to the Mr. S "All About Us" booklets? (He soaked them in soap suds.)
The soaking spoiled all the booklets.
The Letter People had to help him make new booklets.
Let's look at them.

Distribute the Mr. S booklets.
Direct the children's attention to the words at the top.
Read aloud, "All About Us."

Which Letter Person's picture do you see? (Mr. S)
What is special about Mr. S? (his super socks)
Find the sentence at the bottom of the booklet.
It says, "Mr. S has a friend."

Look at the picture next to Mr. S.
Mr. S wanted to give his friend super socks.
He soaked a special pair in soap suds.
The socks were such a super size they still haven't dried.
Mr. S wants us to draw super socks for his friend.

Give the children the opportunity to draw super socks.
Some children may want to draw the socks directly on the booklet.
Others may prefer to draw them on paper, cut them out and paste them onto the booklet.
Remind the children that the picture may be finished to look like themselves or anyone else.

Ask the children to open their booklets.
Have them find the first sentence on the left-hand side.

What picture did Mr. S put in the sentence? (super socks)
Read aloud, "Mr. S likes super socks."
Let them pretend to reread it with you.

Mr. S says there's something else he likes.
He likes signs.
He wants to show us his favorite sign.
Look at the picture at the bottom of the page.
The picture shows us Mr. S's favorite sign.

Discuss the picture.
Help the children discover why Mr. S suddenly stops skating. (He sees a special sign.)
The children will probably recognize the *stop* sign by its shape.
Ask them what it says.
Discuss the reason for a stop sign.
Read aloud, "Mr. S's favorite sign is a stop sign."

Mr. S used this whole page to tell us about himself.
What did he tell us first? (He likes super socks.)
What did he tell us next? (His favorite sign is a stop sign.)
Mr. S says the next page is for us.

Look at the next page.
What does Mr. S want each of us to write on the first dotted line? (our name)
What pictures are in the sentence? (pictures of socks)
Tell Mr. S the color of each sock. (green, yellow, blue)
Write your name on the dotted line and then Mr. S will listen to your sentence.

Read the sentences aloud.
The children may point to and name the color of each sock. (*e.g.*, Delores likes green, yellow and blue socks.)
The children may wish to circle the color they like best.

Explain that Mr. S wants them to look at the picture he drew on the back of the booklet.

Have the children turn to the back.
Read aloud, "Let's talk about signs."
Have them find Mr. S's favorite sign.
Name and discuss the necessity for each sign.

You may want to take the opportunity to classify signs. (*e.g.*, traffic signs, supermarket, school, hospital)

Explain that Mr. S wants them to draw a picture of their favorite sign on the inside of the booklet.

Have them open their booklet.
Draw the children's attention to the second sentence on the right-hand side.

Let's each write our name on the dotted line.
Then we can listen to the sentence and see what's missing.

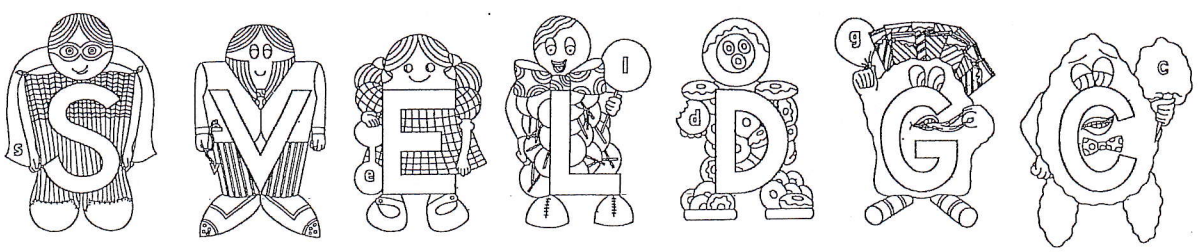
After the children have written their names, select a booklet and read the incomplete sentence aloud. (*e.g.*, Bert's favorite sign is .)

Mr. S says he knows why the sentence is not finished.
The sentence does not tell what Bert's favorite sign is.
How does he want Bert to finish the sentence? (drawing a picture of his favorite sign)

Some children may wish to find a picture.
Others may wish to dictate the name of a sign.

Give several children a chance to tell Mr. S which sign is their favorite.

Encourage the children to take their booklets home and have members of their family tell Mr. S what their favorite sign is.

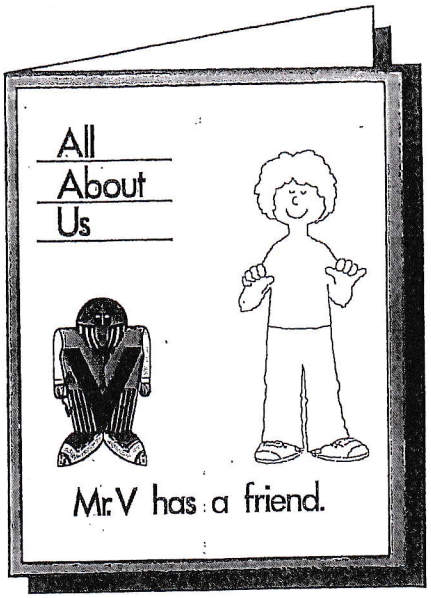


TEACHER OBJECTIVES:

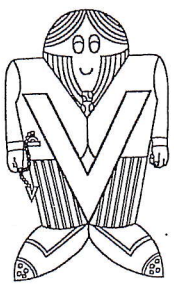
To review the characteristic of Mr. V.
To have children discuss vegetables.

PERFORMANCE OBJECTIVES:

The child will say words with the *v* in the initial position.
The child will state orally names of vegetables.
Some children will copy some names of vegetables.
The child will locate pictures of vegetables.



LESSON PLAN



Mr. V has "All About Us" booklets for us.

Distribute the Mr. V "All About Us" booklets to the children.

Mr. V wants us to find the words that say "All About Us."

Which Letter Person's picture is on the booklet? (Mr. V)
Whose picture is next to Mr. V? (his friend's)
Find the sentence at the bottom of the booklet.

Read aloud, "Mr. V has a friend."

What is special about Mr. V? (his velvet vest)
What do you think Mr. V would like us to draw on the picture of his friend? (a vest)
If you want the picture of Mr. V's friend to look like you, what will you do to the hair, the eyes, the clothes?
Does the picture have to look like you? (No.)

Give the children the opportunity to finish the picture and show it to Mr. V.
Then have them open their booklets.

Point to the first sentence on the left-hand side.
Ask the children to name the picture Mr. V put in the sentence. (velvet vest)
Read aloud, "Mr. V likes a velvet vest."
Let them pretend to reread the sentence with you.

Explain that the picture at the bottom of the page tells what Mr. V likes to eat.
Have the children name the different vegetables in the basket.
Ask them if they can think of one word to name all the things. (vegetables)
Read aloud, "Mr. V likes all vegetables."

Why does Mr. V like vegetables? (*Vegetables* starts with the same sound as *velvet vest.*)
Mr. V took this whole page to tell us about himself.
What two things did he tell us? (He likes a velvet vest. He likes all vegetables.)
Mr. V says the next page is for us.
What picture did Mr. V put in the first sentence? (three vests)
Tell Mr. V the color of each vest. (green, black, yellow)
Mr. V wants us to put a circle around the vest we like best.

Give the children the opportunity to do this.
Then have each child write his/her name on the first dotted line.

Select several booklets and read the sentences aloud. (*e.g.*, Donna likes a yellow vest.)

Mr. V says he wants us to look at the picture he drew on the back of the booklet.

Have the children turn to the back.
Read aloud, "Let's talk about vegetables."
Have them find and name all the different vegetables on the vegetable stand.
Give several children a chance to tell the names of their favorite vegetables.

After discussing favorite vegetables, reinforce the concept of classification (see lesson on fruits). You may want to discuss the necessity for a balanced diet.

Explain that Mr. V wants them to draw a picture of their favorite vegetables.
Have the children open their booklets.
Draw the children's attention to the second sentence on the right-hand side.

Have the children write their names on the dotted line.

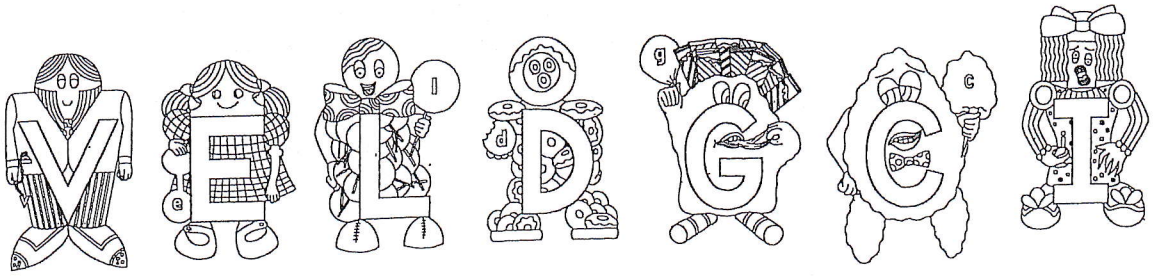
Select several booklets and read the incomplete sentences aloud. (*e.g.*, Alan's favorite vegetables are .)

Mr. V says that he knows why the sentence is not finished.
It does not tell Alan's favorite vegetables.

Discuss with the children ways of completing the sentence.

They may draw a picture of their favorite vegetables.
They may find pictures in magazines, cut them out and paste them on the booklet.
Others may wish to dictate the names of their favorite vegetables.
Some may enjoy having you read their completed sentences to them.
Others may pretend to read from the booklet to Mr. V.

Encourage the children to take their booklets home and discover the favorite vegetables of the members of their family.

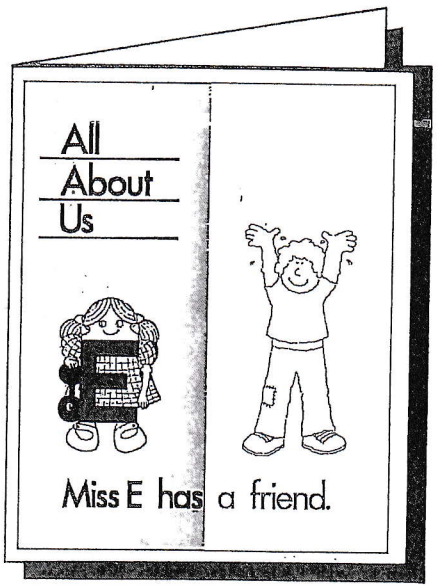


TEACHER OBJECTIVES:

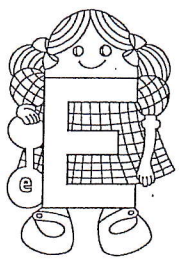
To reinforce the characteristic and sound of Miss E.
To introduce the concept of energy.
To have children become aware of need to conserve energy.

PERFORMANCE OBJECTIVES:

The child will say words with the *ĕ* sound in the initial position.
The child will state a reason to conserve energy.
The child will classify different examples of energy use.
The child will identify ways to conserve energy.



LESSON PLAN



Miss E thought of a new exercise.
She tried to hold every one of the Miss E "All About Us" booklets on the tip of one finger.
Guess what? (The booklets all fell.)
Miss E had lots of exercise picking up all the booklets.
Miss E wants to give each of us a booklet.

Distribute the Miss E "All About Us" booklets to the children.
Ask the children to find the words that tell what the booklet is called.
Say the title with them.

Which Letter Person's picture do you see? (Miss E)
Whose picture is next to Miss E? (her friend's)
Find the sentence at the bottom of the booklet.

Read aloud, "Miss E has a friend."

What does Miss E do all the time? (exercise)
What is Miss E holding to help her exercise? (a barbell)
Look at the picture of Miss E's friend.
Miss E's friend wants to exercise using a barbell.
What did Miss E forget to give her friend? (a barbell)
Let's draw a barbell for Miss E's friend to hold.

Give the children the opportunity to draw the barbell.
Suggest they finish the picture to look like themselves or anyone else.

Have the children open the booklets.
Point to the full-page picture on the left-hand side.
Explain that Miss E used this whole page to show how she exercises.
Miss E taught some animals how to exercise with barbells.

Have the children discuss the different animals that are exercising with the barbells.

The children may enjoy pretending to be one of the animals and showing how they lift the barbell.

This provides an excellent opportunity to reproduce the ĕ sound as they do an ĕ ĕ exercise.

Have the children look at the right-hand side of the booklet.
Explain that Miss E has written something very important. Read aloud, "Miss E saves energy."

What does the picture in the sentence show us? (Miss E turns off the light.)
What does Miss E mean when she says she saves energy?
Why is it important to save energy?
What are the different ways we can each save energy?

Miss E wants us to look at the picture she drew on the back of the booklet.
It will show many ways in which we can save energy.

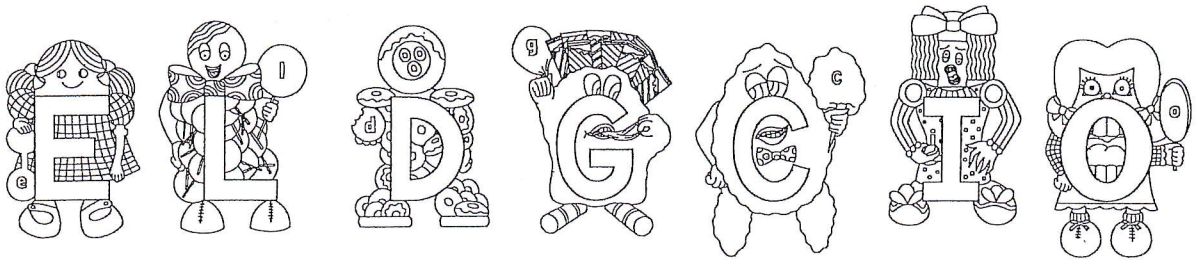
Have the children turn to the back of the booklet.
Read aloud, "Let's talk about energy."
Discuss each illustration.
Talk about the different objects that are dependent upon energy in order to operate.
Have the children tell how they can save energy in their homes.
Draw their attention to the two means of transportation shown in the picture. (bicycle, car)
Ask them why using a bicycle instead of a car saves energy.

In your discussion about objects that are dependent upon energy, lead into the concept of the environment. Explain what it means. How can the children preserve a cleaner environment? (don't litter) What pollutes the environment? (smog, smoke) How can we help? Describe pollution that they see. What causes it?

Miss E wants us to tell her how we save energy.

Have the children open their booklets.
Draw their attention to the second sentence on the right-hand side.
Help them complete their sentences.
Select and read several completed sentences aloud.

Encourage the children to tell their sentences to Miss E.
Suggest they take their booklets home.
Have them ask members of their family to tell Miss E how they will each help save energy.



TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. L.

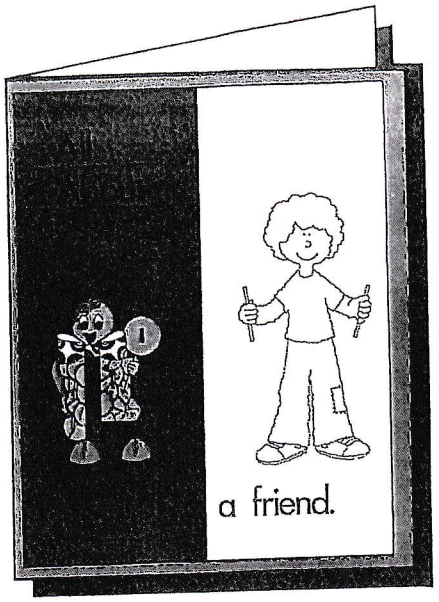
To reinforce the concept of identifying oneself by name, address and telephone number.

PERFORMANCE OBJECTIVES:

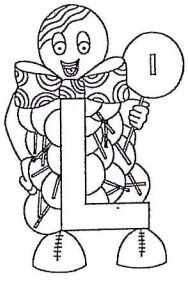
The child will say words with the *l* in the initial position.

The child will recite his name, address, and telephone number.

The child will describe objects by color.



LESSON PLAN



Mr. L has been busy making lemon lollipops.
He almost forgot to make booklets for us.
He worked all night to finish the Mr. L "All About Us" booklets.
Let's see what they look like.

Distribute the Mr. L "All About Us" booklets.

Mr. L wants us to show him the words that say "All About Us."
Let's find them at the top and say them for Mr. L.
Which Letter Person's picture is on the booklet? (Mr. L)
Whose picture is next to Mr. L? (his friend's)
Find the sentence at the bottom of the booklet.
It says, "Mr. L has a friend."

What is special about Mr. L? (his lemon lollipops)
Look at the picture of Mr. L's friend.
What part of a lollipop is his friend holding in each hand? (a stick)
What part of the lollipop is missing? (the part you eat)
Mr. L would like us each to be a lollipop maker.
Let's draw a lemon lollipop on each stick his friend is holding.

Give the children the opportunity to draw the candy part of the lollipops.
Suggest they finish the picture to look like themselves or anyone else they wish.

Ask the children to open their booklets.
Have them touch the first sentence on the left-hand side.
What picture did Mr. L put in the first sentence? (lemon lollipops)

Read aloud, "Mr. L likes lemon lollipops."
Let them pretend to reread the sentence with you.

Mr. L is not going to use this whole page to tell us about himself.
He told us one thing.
What did he tell us? (He likes lemon lollipops.)
Now he wants us to tell him the kind of lollipops we like.
Look at the next sentence.
What pictures did Mr. L put in the sentence? (pictures of three lollipops)
Tell Mr. L the color of each lollipop. (orange, black, green)
Mr. L wants us to put a circle around the lollipop we like best.

Give the children the opportunity to do this.
Have each of them write his or her name on the dotted line.
Select and read several booklets aloud. (*e.g.*, Patsy likes a black lollipop.)
Some children may enjoy telling Mr. L the color of the lollipop they like.
Others may want to pretend to read their sentence to Mr. L.

Draw the children's attention to the right-hand page.
Explain that one day Mr. L got lost.
He could not find his way home.
He was worried.
He saw a policewoman.
The policewoman said she could help him if he could tell her three things.
First he had to tell the policewoman his name.
He had to tell her his address.
He had to tell the policewoman his telephone number.
Let's listen to what he told her.

Read the sentences aloud.

What three things did Mr. L tell the policewoman? (name, address, telephone number)
Mr. L wants us to make believe we are lost.
He wants each of us to tell a policeman our name, address and telephone number.
Let's turn to the back of the booklet and do this.

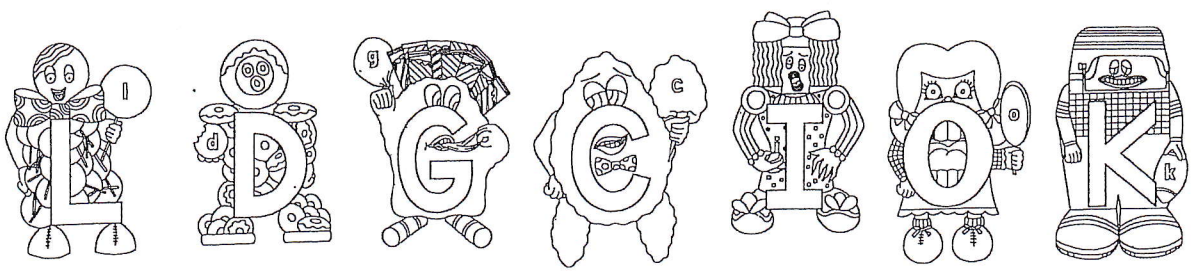
Have the children turn to the back of the booklet.
Read aloud, "Let's talk about being lost."
Have each child write his or her name on the first dotted line.
Select and read several booklets. (*e.g.*, Phyllis tells a policeman)
What three things will Phyllis tell the policeman? (name, address, telephone number)

Help each child complete his or her booklet.
The children can complete number one by writing their name on the dotted line provided.

In order to complete numbers two and three, have the children dictate their addresses and telephone numbers.

When the booklets are completed, encourage the children to tell Mr. L the three things they would tell a policeperson if they got lost.

Suggest that the children take their booklets home to share with other members of the family.



TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. D.

To reinforce the D sound by having children pronounce and dictate words and sentences to the teacher.

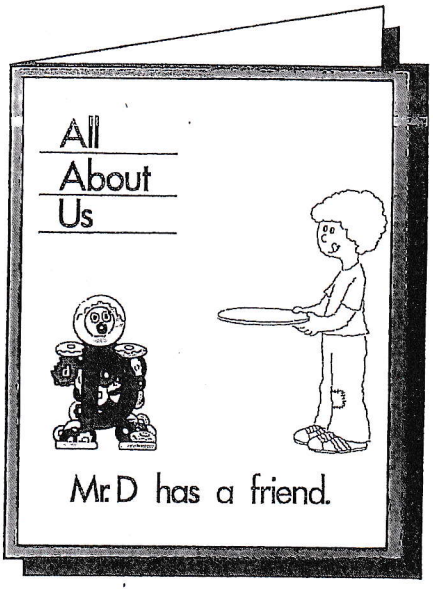
To reinforce the concept that each child has a doctor.

PERFORMANCE OBJECTIVES:

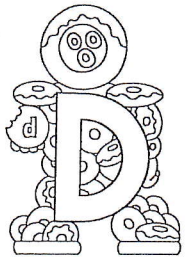
The child will say words with the *d* in the initial position.

The child will identify his or her doctor by name.

The child will relate experiences he or she has had with a doctor.



LESSON PLAN



Mr. D. hasn't made delicious doughnuts for a whole week.
He has been busy making "All About Us" booklets.
Now the booklets are finished and he wants to give one to each of us.

Distribute the Mr. D "All About Us" booklets to the children.

Mr. D wants us to show him the words that say "All About Us."
Let's find them at the top of the booklet and say them for Mr. D.
Which Letter Person's picture is on the booklet? (Mr. D)
Whose picture is next to Mr. D? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. D has a friend."

What is special about Mr. D? (his delicious doughnuts)
Look at the picture of Mr. D's friend.
What is his friend holding? (a plate)
How can you tell that his friend is thinking about delicious doughnuts? (the expression on his face)
Mr. D was so busy making the booklets, he had no time to make delicious doughnuts for his friend.
Let's draw delicious doughnuts on the plate.

Give the children the opportunity to draw the delicious doughnuts. Suggest they finish the picture of Mr. D's friend to look like themselves or anyone else they wish.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.

What picture did Mr. D put in the first sentence? (delicious doughnuts)
Read aloud, "Mr. D eats delicious donuts."
Let the children pretend to reread the sentence with you.

Mr. D will use this whole page to tell us about himself.
He told us he eats delicious doughnuts.
He wants to tell us his doctor's name.
Touch the next sentence.
It says, "Mr. D's doctor is Dr. Dell."

What is the name of Mr. D's doctor? (Dr. Dell)
Find the picture of Dr. Dell.
What is she doing to Mr. D? (She is listening to his heartbeat.)

Mr. D wants us to use the next page to tell him about ourselves.
Have the children find the first dotted line on the right-hand page.
Explain that Mr. D wants each of them to write his or her name.
After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Jimmy eats .)
Mr. D says, "The sentence is not finished."
Mr. D's sentence tells that he eats delicious doughnuts.
Jimmy's sentence does not tell what Jimmy eats.
How can Jimmy finish the sentence?

Lead the children to the discovery that the sentence can be finished by drawing a picture of anything Jimmy likes to eat.
A picture may also be cut out of a magazine and pasted at the end of the sentence.
Children may just want to dictate a word to finish the sentence.

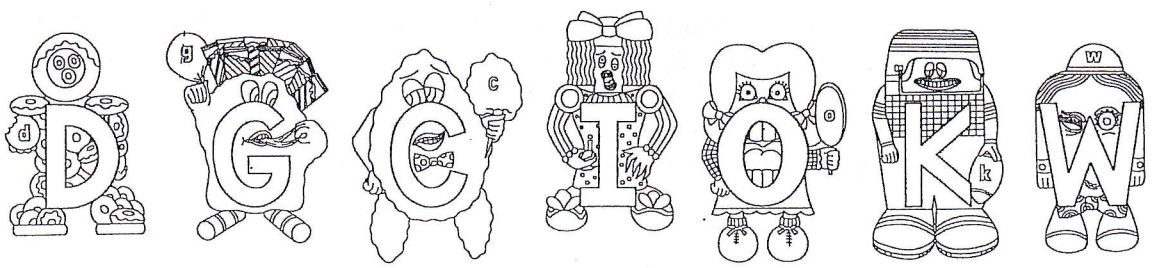
Help the children complete their sentences.
Read several aloud.
Encourage children to tell Mr. D what their sentence says.

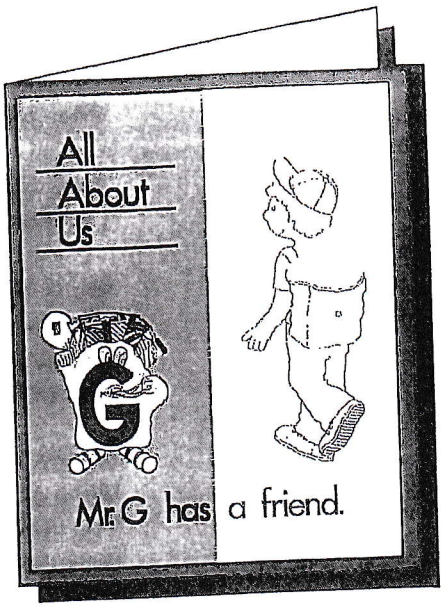
Draw the children's attention to the second sentence.

Explain that Mr. D wants them each to tell him the name of their doctor.
Some children may use more than one doctor.
Suggest they tell you the name of the last doctor they've seen.
Some children may not have a family doctor. These children may wish to copy the name of the school doctor.
Help the children complete the sentences.

After the children have had time to share their sentences with each other and Mr. D, have them turn to the back of the booklet.
Read aloud, "Let's talk about doctors."
Discuss each illustration with the children.
Have them relate their experiences to each other.

You may wish to discuss other people that assist us with our health such as dentists, nurses, technicians: the role each plays; the different types of doctors, dentists. Children can describe visits to doctors, dentists.
What did they see there?
What did the doctor do? The nurse?
Suggest that they take the booklets home to share with other members of their family.





TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. G.
To lead children in classroom games.

PERFORMANCE OBJECTIVES:

The child will say words with the *g* (hard sound) in the initial position.
The child will become aware of the names and basic descriptions of different games.

LESSON PLAN

Mr. G is very worried.
He's afraid he might have gotten gooey gum on the "All About Us" booklets he made.
When Mr. G gives you a booklet, check it carefully to see that it is not sticky.

Distribute the booklets to the children.

Ask the children to find the words "All About Us" at the top of the booklet and say them for Mr.G.

Which Letter Person's picture is on the booklet? (Mr. G)
Whose picture is next to Mr. G? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. G has a friend."

What is special about Mr. G? (his gooey gum)
Where does Mr. G carry all his gooey gum? (in a pack on his back)
Look at the picture of Mr. G's friend.
What is on his friend's back? (a knapsack)
What do you think Mr. G would like his friend to carry in his knapsack? (gooey gum)
Let's fill the knapsack with gooey gum.

Give the children the opportunity to draw the gooey gum.
Suggest they finish the picture of Mr. G's friend to look like themselves or anyone else.

Have the children open their booklets.
Ask them to find the first sentence on the left-hand side.

What picture did Mr. G put in the first sentence? (gooey gum)

Read aloud, "Mr. G likes gooey gum."
Let the children pretend to reread the sentence with you.

Mr. G told us he likes gooey gum.
He also wants to tell us his favorite game.
He wants us to look at the picture at the bottom of the page.
The picture will show us Mr. G's favorite game.

Discuss the picture with the children.
Many of them may not be familiar with the game of golf.
You may wish to explain the game.
Draw their attention to the golf club and the golf ball.
Read aloud, "Mr. G's favorite game is golf."
Why does Mr. G like games?
Why does he like golf? (*Games* and *golf* start like *gooey gum.*)

Mr. G used this whole page to tell us about himself.
What two things did he tell us? (He likes gooey gum. His favorite game is golf.)
Mr. G wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. G wants each of them to write his/her name on it.
After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Frances likes .)
Mr. G says the sentence is not finished.
Mr. G's sentence tells that he likes gooey gum.
Frances' sentence does not tell what Frances likes.
How can Frances finish the sentence? (by drawing a picture of anything Frances likes to chew, by cutting out a picture from a magazine or by dictating a word.)

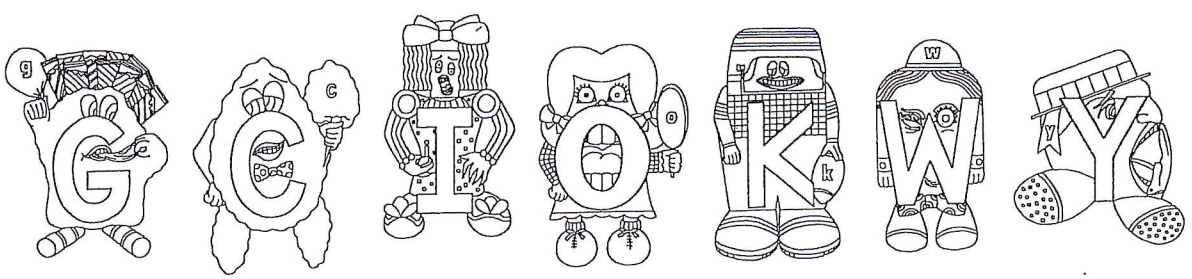
Explain that Mr. G wants them to look at the picture he drew on the back of the booklet.
The picture will show different games.

Have the children turn to the back page of the booklet.
Read aloud, "Let's talk about games."
Discuss the illustration with the children.
Have them discover and name the different games being played.

In addition to games that the children may or may not be familiar with, such as games of low organization (tag, *it* games, line games, circle games), you may wish to play those games with youngsters that require language arts skills (Simple Simon) or those utilizing manual dexterity (Tic-Tac-Toe, pencil-and-paper games).
Children can describe games they have at home. Tell what the goal

of the game is, then have the children open their booklets.
Draw their attention to the second sentence on the right-hand side.
Explain that Mr. G wants them to use the sentence to tell him the name of their favorite game.
First have the children write their names on the dotted lines.
Select and read an incomplete sentence. (*e.g.*, Sharon's favorite game is .)
Elicit from the children why the sentence is not finished.

Help the children complete their sentences.
Read several completed sentences aloud.
Have the children tell Mr. G what their sentences say.
Encourage the children to take their booklets home.
Have them ask members of their family to tell Mr. G what their favorite games are.

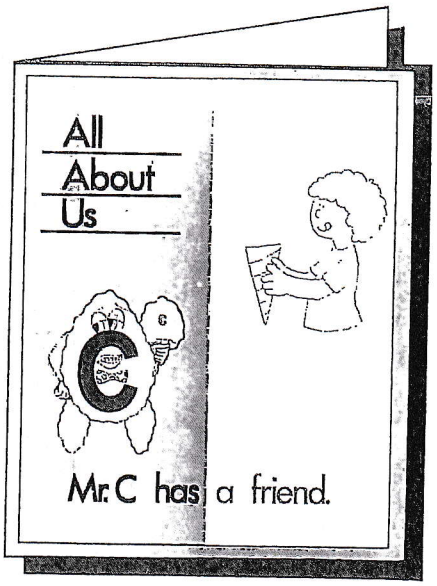


TEACHER OBJECTIVES:

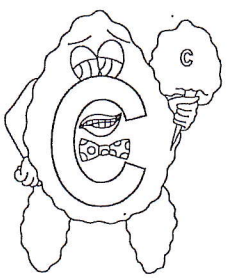
To reinforce the characteristic and sound of Mr. C.
To help children recognize and identify the numerals 1–5.
To help children write the numerals 1–5.
To help children understand what the numerals 1–5 represent.

PERFORMANCE OBJECTIVES:

The child will say words with the *c* in the initial position.
The child will identify the numerals 1–5, show what symbolizes the numerals and count from 1–5.
The child will demonstrate knowledge of numerals 1–5 by connecting sequential dots to form a picture.



LESSON PLAN



Mr. C's telephone keeps ringing.
All the Letter People are calling to tell him puffs of cotton candy are everywhere.
He has been so busy making "All About Us" booklets that he forgot to turn off the cotton candy machine.

Distribute the Mr. C. "All About Us" booklets to the children.

Ask the children to find and say the words "All About Us."

Which Letter Person's picture is on the booklet? (Mr. C)
Whose picture is next to Mr. C? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. C has a friend."

What is special about Mr. C? (his cotton candy)
What did Mr. C give his friend? (a cotton candy cone)
What did he forget to put in the cone? (cotton candy)
Let's fill the cone with cotton candy.

Give the children the opportunity to draw the cotton candy.
Suggest they finish the picture to look like themselves or anyone else they wish.
Encourage them to add the lower part of the body to the figure.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.

What picture did Mr. C put in the first sentence? (cotton candy)
Read aloud, "Mr. C eats cotton candy."
Let the children pretend to reread the sentence with you.

Mr. C told us he eats cotton candy.
He likes to know how many he eats.
He learned how to count.
Read aloud, "Mr. C can count: 1 2 3 4 5."
Be sure to pause after each numeral so the children can repeat it.

Have the children find the cotton candy cones at the bottom of the page.
Show Mr. C one cotton candy cone between your hands.
Have the children frame one cotton candy cone between their hands.
Now show Mr. C two cotton candy cones between your hands.
Have the children frame two cotton cones between their hands.
Follow the same procedure until the children have framed five cotton candy cones between their hands.
Mr. C took this whole page to tell us about himself.
What two things did he tell us? (He eats cotton candy. He can count.)
Mr. C wants us to use the next page.

Have the children put their fingers on the first dotted line on the right-hand page.
Explain that Mr. C wants each of them to write his/her name on the dotted line.
After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Dudley eats .)
Mr. C says the sentence is not finished.
Mr. C's sentence tells that he eats cotton candy.
Dudley's sentence does not tell what Dudley eats.
How can Dudley finish the sentence? (draw a picture of something he eats or cut out and paste a picture or dictate a word)

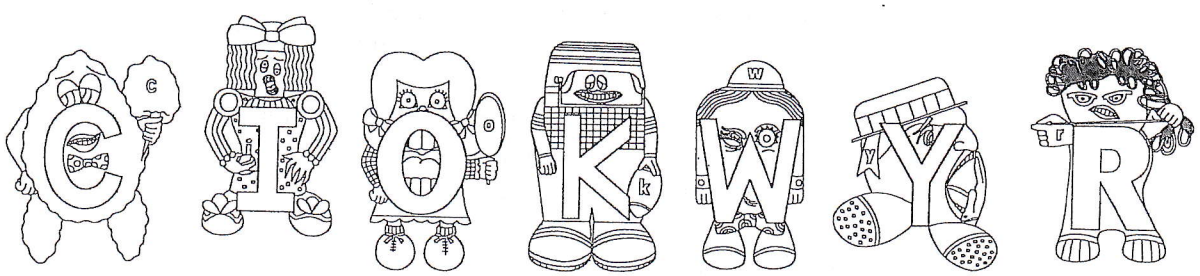
Help the children complete their sentences.
Read several completed sentences aloud.

Draw the children's attention to the second sentence.
Explain that Mr. C wants them each to count to 5.
He wants them to write the numerals as they say them.
Help the children complete their sentences by writing their names and the numerals from 1–5.
Select and read several completed sentences.
Encourage the children to tell their sentences to Mr. C.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about counting."
Explain that Mr. C wants them to finish the picture by connecting the dots.
Have the children touch the dot near numeral 1.
Have them put another finger on the dot near the numeral 2.

Show them how to draw a line between the two dots.
Continue this procedure, connecting the dots in numerical order.
When the dots have been connected, the children will see a picture of a cat.
Ask them why Mr. C would like a picture of a cat. (*Cat* starts like *cotton candy*.)

Encourage the children to take their booklets home.
Have them ask members of their family to count for Mr. C.

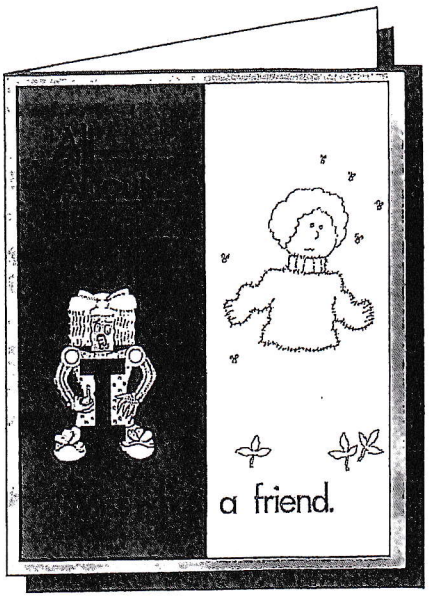


TEACHER OBJECTIVES:

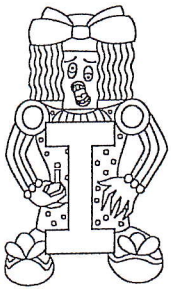
To reinforce the characteristic and sound of Miss I.
To have children pronounce words with initial *i*.
To have children write the letter i.
To teach the concept of initialing.
To have children write their own initials.

PERFORMANCE OBJECTIVES:

The child will say words with the short *i* sound in the initial position.
The child will write the initials of his or her own name.



LESSON PLAN



Miss I has an impossible itch.
That impossible itch makes her so itchy that sometimes when Miss I writes, the letters are all wiggly.
When she gives us a booklet, she wants us to check the letters to be sure they are not wiggly.

Distribute the Miss I "All About Us" booklets to the children.

Ask the children to find the words that tell the name of the booklet and say them for Miss I.

Which Letter Person's picture do you see? (Miss I)
Whose picture is next to Miss I? (her friend's)
Touch the sentence at the bottom of the booklet.
It says, "Miss I has a friend."

Look at Miss I.
How does she feel all the time? (itchy)
What makes Miss I itchy? (her impossible itch)
Look at the picture of Miss I's friend.
How can you tell the impossible itch is visiting her friend? (The friend looks itchy.)
Miss I could not finish the picture because her friend couldn't stand still for a minute.
Miss I wants us to finish the picture.
Let's make each thing we add look itchy so everyone knows the impossible itch is visiting.

Suggest that the children use wiggly lines.
Give the children the opportunity to finish the picture.
Remind them that the picture may be made to look like themselves or anyone else.

Have the children open the booklet.
Point to the full-page picture on the left-hand side.
Explain that Miss I used this whole page to show what happens when the impossible itch keeps making her itchy. (Miss I wiggle hops.)
Have the children role-play.
One child is the impossible itch, another is Miss I.
The impossible itch says, "I am looking for Miss I. I will make her itch."
The impossible itch touches Miss I.
Miss I says, "The impossible itch found me. I am so itchy. I must wiggle hop."
The child taking the role of Miss I shows how she wiggle hops.

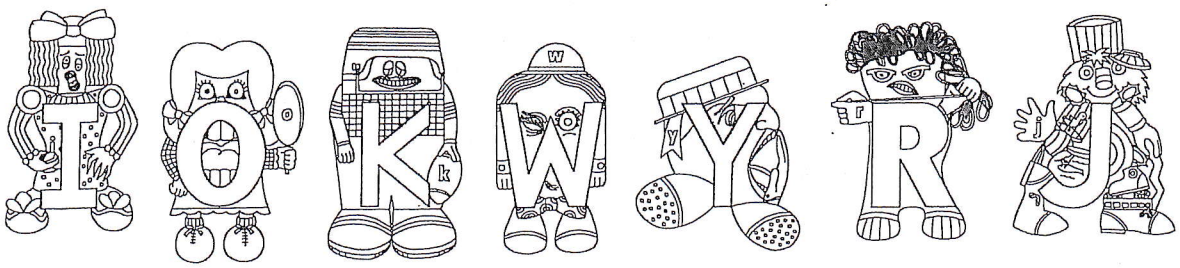
Have the children look at the right-hand side of the booklet.
Explain that Miss I has been noticing that people have letters on things that they wear.
Some people wear a letter on a chain around their neck.
Miss I asked them what the letter meant.
They told her it was the first letter in their name.
The letter that starts their name is called their initial.
Why do you think Miss I loves the word "initial"? (*Initial* starts like her *impossible itch.*)
Miss I decided to write her initial in the first sentence on this page.
Read aloud, "Miss I writes her initial."
What letter did Miss I use to write her initial? (I)
Touch Miss I's initial.
Now Miss I wants us to write our initials.
We each have more initials than Miss I has.
Our first initial is the letter that starts our first name.

Demonstrate this by asking a child to say her first name. (*e.g.*, Carol)
Ask Carol the letter that starts her name. (C)
Write the capital C on the blackboard.
Explain that this is her first initial.
At this grade level it is not necessary to discuss the punctuation that comes after an initial.
Follow the procedure with several of the youngsters.
Then adapt the procedure to show the children how they find the initial of their last name.

Help the children complete their sentences.
Select and read several completed sentences aloud.
Encourage the children to tell Miss I their initials.

Have the children turn to the back of the booklet.
Explain that Miss I drew a picture showing initials in different places.
Read aloud, "Let's talk about initials."
Have the children find the different initials in the picture.
They may want to write their own initials on things in the picture.
Discuss actual articles on which they would write their initials to indicate ownership. (boots, mittens, baseball mitt, bat)

Suggest the children take their booklets home.
Have them ask the members of their family to tell Miss I their initials.



TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Miss O.

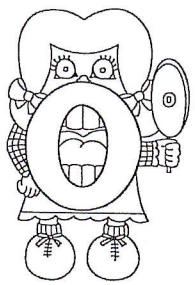
To teach the concept of opposites through the letter O.

PERFORMANCE OBJECTIVES:

The child will say words with the ŏ sound in the initial position.

The child will identify two words, pictures or objects as opposites.

LESSON PLAN



The Letter People can never get Miss O out of the pool.
They pretended she was the only Letter Person that had not made "All About Us" booklets.
That did it!
She jumped out of the pool and started working at once.
The booklets are ready for us to see.

Distribute the Miss O "All About Us" booklets to the children.

Read aloud, "All About Us."

Which Letter Person's picture do you see? (Miss O)
Whose picture is next to Miss O? (her friend's)
Touch the sentence at the bottom of the booklet.
It says, "Miss O has a friend."

Look at Miss O.
What must Miss O practice saying all the time? (her ŏ ŏ ŏ sound)
"How does the mirror help Miss O?" (She looks into it to be sure she is practicing her sound the right way.)
Look at the picture of Miss O's friend.
Miss O's friend wants to practice saying ŏ ŏ ŏ.
What does Miss O's friend need? (a mirror)
Miss O wants us to draw a mirror for her friend to hold.

Give the children the opportunity to finish the picture.
Remind them that the picture may be made to look like themselves or anyone else.

Have the children open the booklet.
Point to the full-page picture on the left-hand side.
Explain that Miss O used this whole page to show where she likes to practice her ŏ ŏ sound.
Have the children find clues that prove it is very cold.
Recall with them what happened when Miss O will not come out of the pool.
Children may enjoy pretending to be Miss O.
It is an excellent opportunity for them to practice saying the short o sound.

Explain that Miss O has discovered something special.
She says that sometimes words are as different as different can be.

Miss O thought of the word "sit."
She says the word "stand" is as different as different can be.
Miss O says "sit" and "stand" are opposite.
Miss O thought of other words that are as different as different can be.
She says "up" and "down" are as different as different can be.
They are opposite.

Follow the same procedure with: *in* and *out, run* and *walk, cry* and *laugh.*
Then draw the children's attention to the right-hand side of the page.
Explain that Miss O drew a picture to put in the first sentence.
The picture tells an opposite.
Miss O wants us to figure out the opposite.
She says to look at the cover of the peanut jar in the top picture.
Then look at the cover of the peanut jar below it.

After the children have discovered that the opposite is *on* and *off,* read aloud, "Miss O finds an opposite: *on* and *off.*"

Now Miss O wants us each to find an opposite.
When we find two pictures that tell an opposite, we can paste them at the end of the second sentence.
Before we look for pictures, let's talk about the opposites Miss O drew on the back of the booklet.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about opposites."

Draw the children's attention to the first set of pictures.
Have them look at the expression on the girl's face on the left.
Ask them to tell a word that describes how this girl feels. (*e.g.,* happy)
Then refer them to the picture to the right.
Explain that this is a picture of the same girl.
Ask the children how they think she feels in this picture. (*e.g.,* sad)

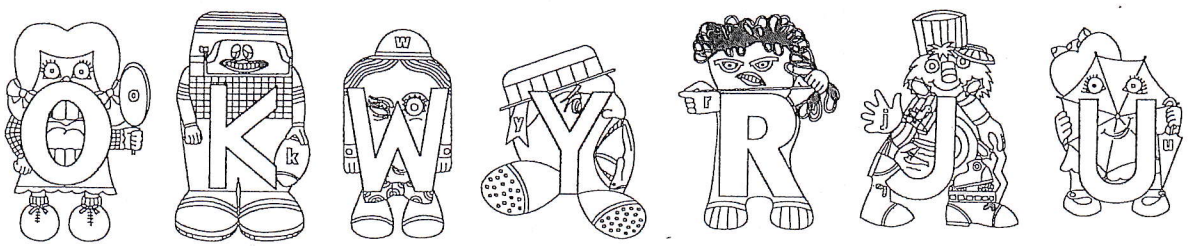
Have the children say the two words that describe how the girl feels. (*e.g.*, happy-sad)
Explain that *happy* and *sad* are as different as different can be. They are opposite.

Follow the same procedure with the other two pairs of opposites. (*i.e.*, fat-thin, sun-rain)

Have the children look in magazines for pictures that can represent an opposite.
Help them complete their sentences on the inside of the booklet.

Select and read aloud several completed sentences.
Encourage the children to tell the opposite they've found to Miss O.

Suggest they take their booklets home.
Have them ask members of their family to tell Miss O an opposite.



TEACHER OBJECTIVES:

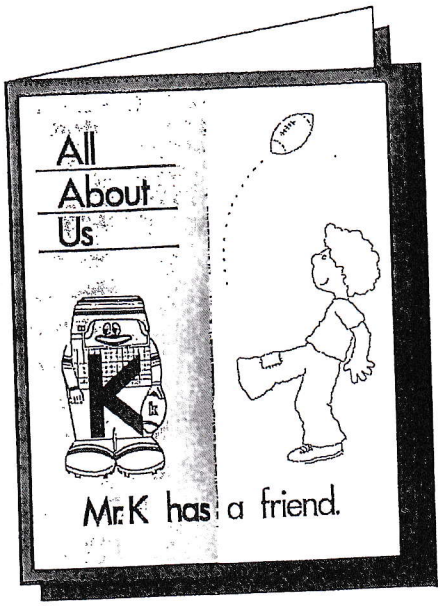
To reinforce the characteristic and sound of Mr. K.

To have children discuss objects found in the kitchen.

PERFORMANCE OBJECTIVES:

The child will say words with the voiced *k* in the initial position.

The child will identify objects found in the kitchen.



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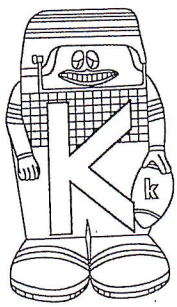


The Letter People showed Mr. K the "All About Us" booklets they made. Mr. K was so excited that he stopped kicking until he finished making booklets.

Distribute the Mr. K "All About Us" booklets.
Have the children find and say the title of the booklet for Mr. K.

Which Letter Person's picture is on the booklet? (Mr. K)
Whose picture is next to Mr. K? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. K has a friend."
What is special about Mr. K? (his kind kick)
What is the only thing Mr. K kicks? (a football)
With what does Mr. K kick the ball? (his foot)
Look at the picture Mr. K drew of his friend.
What did Mr. K forget to draw? (the foot that kicked the ball)
What must we draw to finish the picture? (the foot)
Give the children the opportunity to draw the missing foot.
Then suggest they finish the picture of Mr. K's friend to look like themselves or anyone else.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. K put in the first sentence? (his kick)
Read aloud, "Mr. K likes to kick."

Mr. K says there's one room in his house he likes more than any other room.
Look at the picture at the bottom and find out which room he likes. (kitchen)

Why do you think Mr. K likes the kitchen? (*Kitchen* starts like *kind kick*)
Tell Mr. K all the things you see in his kitchen.
Touch the sentence Mr. K wrote.
It says, "Mr. K's kitchen has a ."
Mr. K. says the sentence isn't finished.
It doesn't tell what his kitchen has.
He drew a picture to show us the things in his kitchen.
Say the name of something in Mr. K's kitchen. (*e.g.*, refrigerator)
Let's use that word to finish the sentence.
I'll read the sentence Mr. K wrote.
When I stop, everyone will say the word "refrigerator."
That will finish the sentence.

The incompleted sentence may be read many times.
The children may finish the sentence by supplying a different word each time.
The word they choose can be anything that is pictured in Mr. K's kitchen.
They may enjoy finishing the sentence with a series of words said in rapid succession. (*e.g.*, stove, sink, table, pot)

Mr. K took this whole page to tell us about himself.
What two things did he tell us? (He likes to kick. His kitchen has a *e.g.*, refrigerator.)
Mr. K wants us to use the next page.
Have the children touch the first dotted line.
Explain that Mr. K wants each of them to write his or her name.
After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Lorenzo likes to .)

Mr. K says the sentence is not finished.
Mr. K's sentence tells he likes to kick.
Lorenzo's sentence does not tell what Lorenzo likes to do.
Mr. K drew pictures under the sentence.
If Lorenzo likes to do one of the things in the picture, Lorenzo can circle the picture.
The picture will finish his sentence. (*e.g.*, Lorenzo likes to jump.)

If the children do not want to circle one of the pictures, they may draw or cut out and paste a picture of something they like to do.
Read several completed sentences aloud.

Explain that Mr. K drew a picture on the back of the booklet.

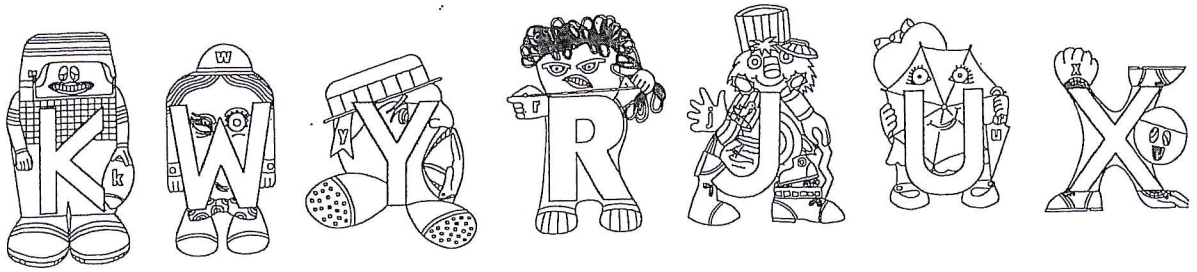
Have the children turn to the back of the booklet.
Read aloud, "Let's talk about things in a kitchen."
Have the children find and name all the different objects in the picture. You may want them to tell the purpose of each object.

Ask the children to open their booklets.

Draw the children's attention to the second sentence on the right-hand page.
Explain that Mr. K wants them to tell him what is in their kitchens.
Help the children complete their sentences with pictures of dictated words.

Read several sentences aloud.
Encourage the children to tell Mr. K the names of the objects in their kitchens.

Encourage the children to take their booklets home.
Have them ask members of their families to tell Mr. K the different things that are in their kitchens.



TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. W.

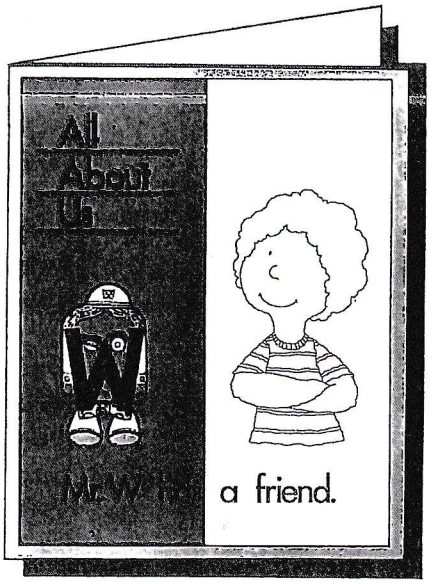
To make children aware of the concept of weight.

PERFORMANCE OBJECTIVES:

The child will say words with the *w* in the initial position.

The child will show, with the movement of hands, that some things weigh more than others.

The child will show, by using a balance scale, that some things weigh more than others.



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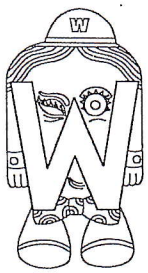


Mr. W said if Mr. K could stop kicking long enough to make "All About Us" booklets, he would stop winking.
Mr. W stopped winking for a week and made the booklets.

Distribute the booklets.

Ask the children to find the words "All About Us" and say them for Mr. W.

Which Letter Person's picture is on the booklet? (Mr. W)
Whose picture is next to Mr. W? (his friend's)
Touch the sentence at the bottom of the booklet.

It says, "Mr. W has a friend."
What is special about Mr. W? (his wonderful wink)
Look at the picture of Mr. W's friend.
What is missing on the face? (an eye)
What special thing do you think Mr. W wants his friend to do? (wink)
Let's make the picture look as if Mr. W's friend is winking.

Then suggest they finish the picture to make it look like anyone they wish.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. W put in the first sentence? (his wink)
Read aloud, "Mr. W likes to wink."
Mr. W says the next sentence will tell us there's something else he likes to do.

Read aloud, "Mr. W likes to weigh things."
He uses a special scale to discover which things weigh more than other things.
He puts one thing on each side.
The thing that weighs more makes that side of the scale go down.
What two things is Mr. W weighing at the bottom of the page?
Which side of the scale has been forced down? (the side holding the wagon)
How do we know the wagon weighs more than the watch?

Mr. W wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. W wants them each to write their name on it.

After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Mary Ellen likes to .)
Mr. W says the sentence is not finished.
Mary Ellen's sentence does not tell what Mary Ellen likes to do.
Lead the children to conclude that the sentence can be finished with a picture that is drawn or cut out and pasted, or by dictating a word that tells what Mary Ellen likes to do.
After the children complete their sentences, select and read several aloud.

Draw the children's attention to the second sentence and have them each write his or her name on the dotted line.
Select booklets and read the sentences aloud. (*e.g.*, Anne weighs things.)

Mr. W says the scale at the bottom of the page is weighing two things.
We cannot see the two things because he made them invisible.
Touch the side of the scale holding the invisible thing that weighs more.
Prove to Mr. W that you are right. (The side that is lower holds the heavier object.)
Mr. W wants us to make the invisible things appear by pasting a picture on each side of the scale.
The thing that weighs more must be pasted on the side that is down.

First Mr. W wants us to look at the pictures he drew on the back of the booklet.
Let's turn to the back.

Read aloud, "Let's talk about weighing things."
Have the children find the scale that is comparing the weight of the whale to the weight of the airplane.
Ask them to touch the side that has been forced down.
Remind them that the side holding the thing that weighs more is down.
Ask them which weighs more, the airplane or the whale.

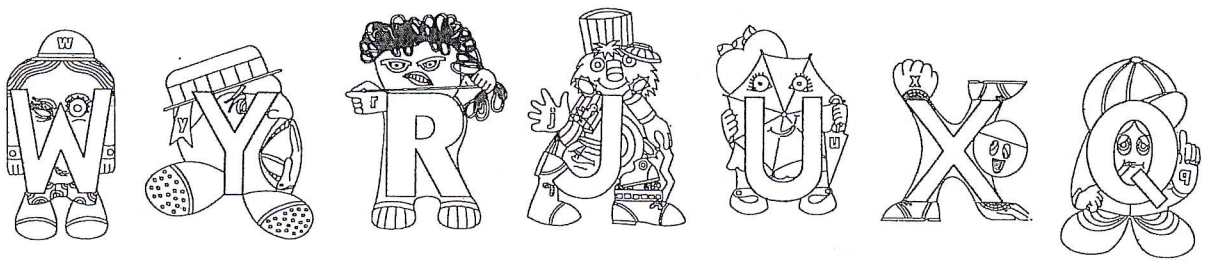
Follow the same procedure with the other two scales.
Draw their attention to the fact that the scale comparing the weight of the carton of eggs to the weight of the chicken does not have one side forced down very much.
Explain that this means both things weigh almost the same.
In direct contrast, draw their attention to the scale comparing the weight of the worm to the weight of the elephant.
Ask them why the side holding the elephant is as far down as it can go. (The elephant weighs much more than the worm.)

Give the children the opportunity to compare the weights of different objects in the room.
If a balance scale is not available, show the children how to use their hands to represent the two sides of the balance scale.
Initially, it will be easier for them to make judgments if there is an extreme difference between the weights of the objects. (*e.g.*, a heavy wooden block held in one hand, a piece of chalk held in the other hand)

After they have had experiences comparing weights, suggest that they turn to the inside of the booklet.

Have them place a picture on either side of the scale that is supposedly holding the invisible objects.
Placing the pictures before they paste them enables you to check and see if the pictures have been properly placed.
Encourage the children to tell Mr. W about the objects they weighed.

Suggest the children take their booklets home.
Have them ask members of their family to help them compare the weight of two objects.
Be sure they understand that their hands can be used to represent the sides of the balance scale.

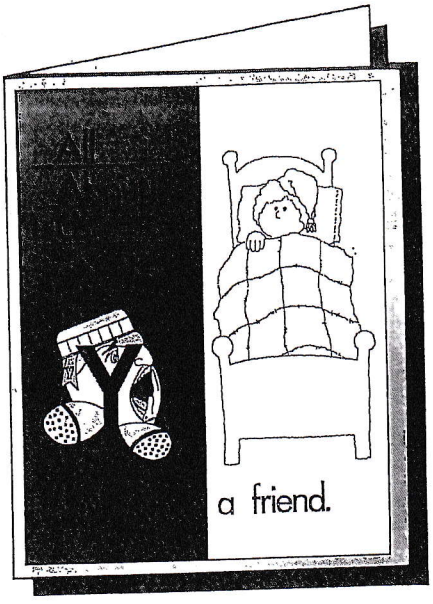


TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. Y.
To familiarize children with the color yellow.

PERFORMANCE OBJECTIVES:

The child will say words with the *y* in the initial position.
The child will recognize the letter Y.
The child will identify objects colored yellow.



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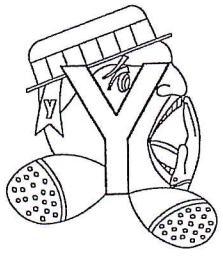


Mr. Y said if Mr. W could stop winking and Mr. K could stop kicking long enough to make "All About Us" booklets, he would stop yawning.
Now he's yawning again because the booklets are finished.

Distribute the Mr. Y "All About Us" booklets.
Have them say the title for Mr. Y.

Which Letter Person's picture is on the booklet? (Mr. Y)
Whose picture is next to Mr. Y? (his friend's)
Put your finger on the sentence at the bottom of the booklet.
It says, "Mr. Y has a friend."

What is special about Mr. Y? (his yawn)
Look at the picture Mr. Y drew of his friend.
What do you think Mr. Y wants his friend to do? (yawn)
What is missing on the face? (a mouth)
How can we finish the picture to make it look as if Mr. Y's friend is yawning?

Give the children the opportunity to finish the picture.
Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. Y put in the first sentence? (his yawn)
Read aloud, "Mr. Y likes to yawn."
Let them pretend to reread the sentence with you.

Mr. Y says the next sentence will tell something he uses all the time.

Read aloud, "Mr. Y uses yellow yarn."
Show the children some yellow yarn.
Ask them to look at the picture and tell how Mr. Y uses yellow yarn.

Mr. Y took this whole page to tell us about himself.
What two things did he tell us? (He likes to yawn. He uses yellow yarn.)

Mr. Y wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. Y wants them each to write their name.

After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Dick likes to .)
Mr. Y says the sentence is not finished.
Mr. Y's sentence tells us he likes to yawn.
Dick's sentence does not tell what Dick likes to do.
How can Dick finish the sentence?
Lead the children to conclude that the sentence can be finished with a picture that is drawn, or cut out and pasted, or by dictating a word.

Help the children complete their sentences.
Select and read several completed sentences aloud.
Encourage the children to tell Mr. Y what their sentence says.

Explain that Mr. Y drew a picture on the back of the booklet showing animals using yellow yarn.
Have the children turn to the back of the booklet.

Read aloud, "Let's talk about yellow."

Give the children the opportunity to enjoy the picture.
Have them tell how each animal uses the yellow yarn.
Be sure to draw their attention to the bird carrying a piece of yellow yarn in its beak.

Have the children open their booklets.
Draw their attention to the second sentence on the right-hand side.
Explain that Mr. Y wants them to use yellow yarn.

Distribute some yellow yarn to each child.
If yellow yarn is not accessible, have the children use a yellow crayon.
After each child writes his/her name on the dotted line, the yarn may be pasted on the booklet.
The children may make any shape or shapes they wish.

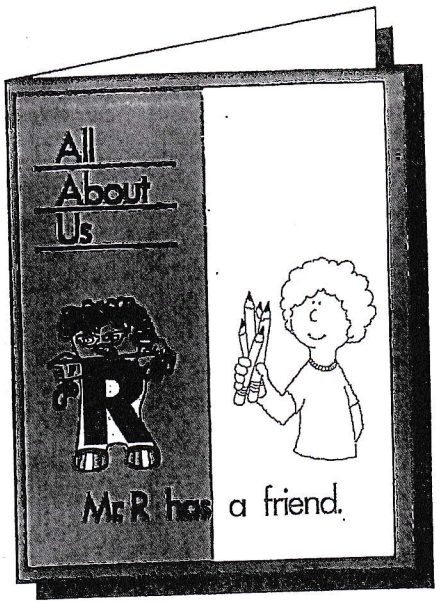
Encourage the children to take the booklets home.
Have them ask members of their family to make yellow yarn pictures for Mr. Y.

TEACHER OBJECTIVES:

To reinforce the characteristics and sound of Mr. R.
To have children discover rhyme.

PERFORMANCE OBJECTIVES:

The child will say words with the *r* in the initial position.
The child will identify words that rhyme.
The child will become aware of rhyming words.



LESSON PLAN

Mr. R wanted to put a rubberband around each "All About Us" booklet.
He didn't have enough.
He put one rubberband around all the booklets.
Let's take it off and look at the booklets.

Distribute the Mr. R booklets.
Read aloud, "All About Us."

Which Letter Person's picture is on the booklet? (Mr. R)
Whose picture is next to Mr. R? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. R has a friend."

What is special about Mr. R? (his rubberbands)
Look at the picture Mr. R drew of his friend.
What is his friend holding? (pencils)
Mr. R did not have a rubberband to give his friend to put around the pencils.
He is waiting for a delivery from Letter People Land.
Mr. R wants us to draw a rubberband around the pencils.

Give the children the opportunity to draw a rubberband around the pencils.
If rubberbands are accessible, the children may enjoy winding a rubberband around the pencils.
Suggest they add to the picture making it look like themselves or anyone else.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. R put in the sentence? (his rubberbands)
Read aloud, "Mr. R has rubberbands."

Explain that Mr. R discovered something about words.
He said these words out loud. (e.g., rat, hat, fat, cat)
Mr. R says part of each word is the same.
Each word has "at" in it.
Let's listen and see if he is right.
The first word is "rat."
Do you hear "at" in "rat"?
Mr. R is right.
There's an "at" in "rat."
Let's try the next word.
Follow the same procedure with each of the words.
Explain that Mr. R says these words rhyme.
Mr. R likes to find words that rhyme.
That's what the next sentence tell us.

Read aloud, "Mr. R finds a rhyme."
Look at the picture Mr. R drew.
Touch the boat.
Say the word "boat."
What is on the boat? (a goat)
Say the word "boat."
Say the word "goat."
Mr. R says "boat" and "goat" rhyme.
We hear "oat" in "boat."
We hear "oat" in "goat."
What is the goat wearing? (a coat)
Say the words "boat," "goat," "coat."
What can we tell Mr. R about the words? (they rhyme)

Mr. R took this whole page to tell us about himself.
What two things did he tell us? (He has rubberbands. He found a rhyme.)

Mr. R wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. R wants them each to write their name on it.

After the children have had an opportunity to do this, select and read a booklet. (*e.g.,* Charlie has .)
Mr. R says the sentence is not finished.
Mr. R's sentence tells us he has rubberbands.
Charlie's sentence does not tell what Charlie has.
How can Charlie finish his sentence?

After you have helped the children complete their sentences, select and read several aloud.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about rhymes."

Have the children name each thing in the picture. (*e.g.*, moon, star, hat, cat, spoon, car)
Explain that each word has a word with which it rhymes.
Have a child say one of the words. (*e.g.*, cat)
Another child finds the picture of the rhyming word. (*e.g.*, hat)
She calls out the word.
All the children say the rhyming words in unison. (*e.g.*, cat – hat)
Follow the same procedure with each pair of rhyming words.

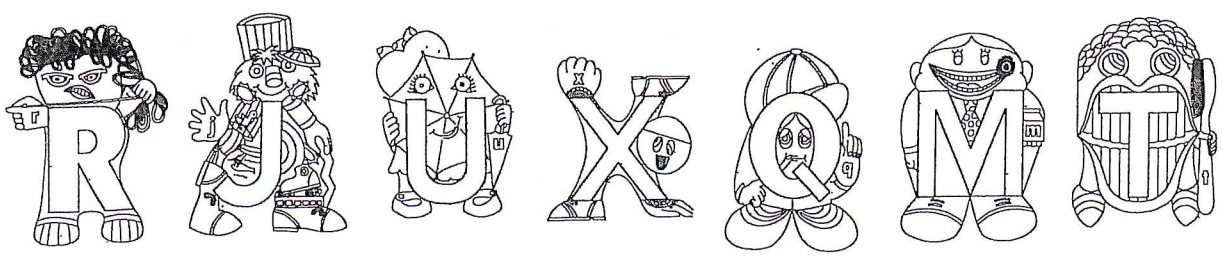
Have the children open their booklets.
Draw their attention to the second sentence on the right-hand side.

Explain that Mr. R wants them to use the sentence to tell him about a rhyme they find.

Discuss different pictures the children can look for to complete their sentences.
Help them find, draw pictures of, or dictate two rhyming words.

Encourage them to tell Mr. R the rhyme they found.

Suggest they take their booklets home.
Have them ask members of their family to tell Mr. R words that rhyme.

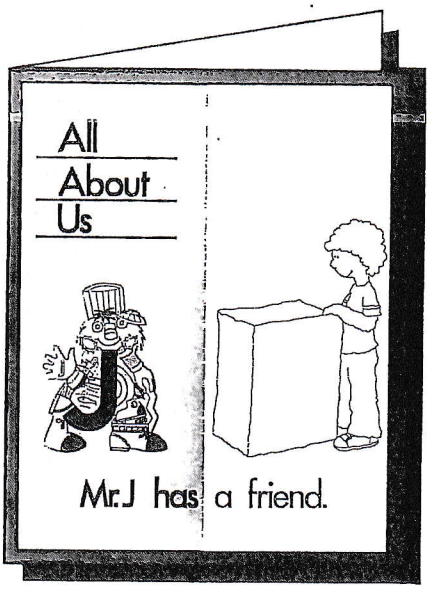


TEACHER OBJECTIVES:

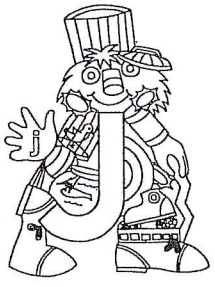
To reinforce the characteristic and sound of Mr. J.
To encourage children to talk about jobs.

PERFORMANCE OBJECTIVES:

The child will say words with the *j* in the initial position.
The child will draw inferences from pictures.
The child will discuss any job with which he or she is familiar.
The child will write his or her name.



LESSON PLAN



The "All About Us" booklets Mr. J made got mixed up with his jumbled junk.
The Letter People had to help him separate the booklets from the jumbled junk.

Distribute the Mr. J booklets.
Have them say the title for Mr. J.

Which Letter Person's picture is on the booklet? (Mr. J)
Whose picture is next to Mr. J? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. J has a friend."

What is all over Mr. J's body? (jumbled junk)
Mr. J collects jumbled junk from everyone.
Look at the picture Mr. J drew of his friend.
His friend will collect jumbled junk.
In what will his friend keep the jumbled junk? (a large container)
Mr. J wants us to put pictures of jumbled junk in the container.

Give the children the opportunity to find pictures in magazines.
They may wish to draw their own pictures.
The pictures may be pasted on the container.
Then suggest they add to the picture of Mr. J's friend, making it look like themselves or anyone else.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. J put in the sentence? (his jumbled junk)

Read aloud, "Mr. J has jumbled junk."
Let them pretend to reread the sentence with you.

Mr. J likes to talk about jobs.
He says each Letter Person has a very important job.
They each work in words.
Mr. J likes working in words.
But he dreams about another job.
Mr. J says if we look at the picture at the bottom of the page, we will know what he wants to be.

What is Mr. J doing in the picture? (throwing three balls in the air)
What do you call a person who can keep three balls in the air at the same time, without letting any of them drop? (juggler)
What do you think Mr. J wants to be? (a juggler)
Mr. J's sentence says, "Mr. J wants to be a juggler."

Mr. J took this whole page to tell us about himself.
What two things did he tell us? (He has jumbled junk. He wants to be a juggler.)

Mr. J wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. J wants them each to write his or her name.

After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, John has jumbled junk.)
Have John name all the jumbled junk pictured at the end of the sentence.
John may want to circle his favorite piece of junk.
Follow the same procedure with several booklets.

Explain that Mr. J drew a picture on the back of the booklet.
Have the children turn to the back of the booklet.

Read aloud, "Let's talk about jobs."
Have them discuss each illustration and name the job that is pictured. (*e.g.*, painter, policewoman, baker, bus driver)
Give the children the opportunity to discuss jobs that are not pictured.

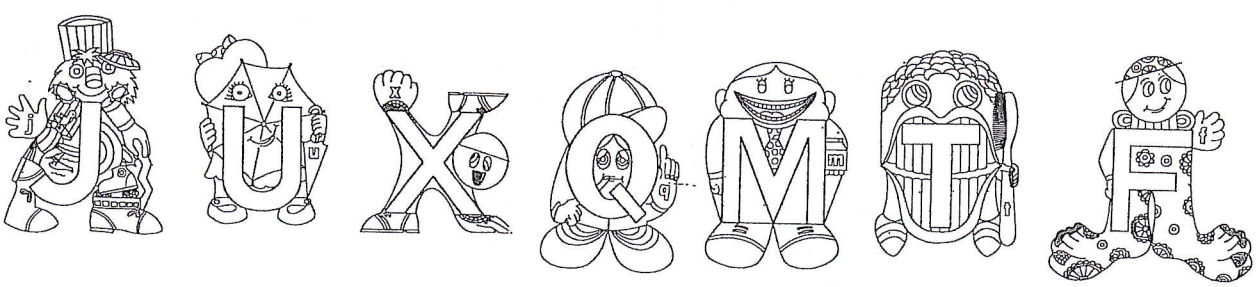
This is an excellent opportunity for you to begin teaching about career awareness. After the children have discussed job titles, you may wish to discuss with them not only job descriptions but the roles particular jobs play. Let them talk about the importance of jobs to them. Why is it important that people hold certain jobs? Why do we need policemen, firemen, doctors, teachers, farmers, factory workers, etc? Make sure treatment is equal for men and women in jobs. The best way is for children to tell what they want to be. Watch for self-stereotyping. Point out that a boy may want to be a nurse; a girl may want to drive a truck.

Have the children open their booklets.

Draw their attention to the second sentence on the right-hand side.
Explain that Mr. J told them he wants to be a juggler.
Mr. J wants each child to tell him what he or she wants to be.

They may draw or find a picture representing a job or complete their sentences by dictating the name of their favorite job.

Encourage the children to tell Mr. J what their sentences say.
Suggest that they take their booklets home.
Have them ask members of their family to tell Mr. J about different jobs.



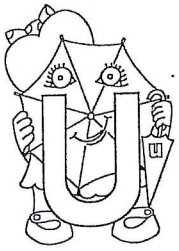
TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Miss U.
To demonstrate the short *u* sound.
To identify objects that go up.

PERFORMANCE OBJECTIVES:

The child will say words with the short *u* sound in the initial position.
The child will recognize the short *u* sound in words.
The child will locate examples of objects that go up.

LESSON PLAN



Miss U wanted to show the Letter People the "All About Us" booklets she made.
She could not find them anywhere.
Miss U remembered that her upsy daisy umbrella always makes things go upsy daisy.
Miss U asked the umbrella to bring all the booklets back for us.

Distribute the Miss U "All About Us" booklets to the children.

Read aloud, "All About Us."

Which Letter Person's picture do you see? (Miss U)
Whose picture is next to Miss U? (her friend's)
Touch the sentence at the bottom of the booklet.
It says, "Miss U has a friend."

Look at Miss U.
What special thing does Miss U have? (her upsy daisy umbrella)
Look at the picture of Miss U's friend.
Miss U's friend wants an upsy daisy umbrella, too.
What part of the umbrella did Miss U give to her friend? (the handle)
Miss U wants us to finish the picture of the umbrella.

Give the children the opportunity to complete the picture of the umbrella.
Remind them that they may make Miss U's friend look like themselves or anyone else.

Have the children open the booklet.
Point to the full-page picture on the left-hand side.
Explain that Miss U used this whole page to show how she goes upsy daisy.

Have the children pretend to be Miss U and go upsy daisy with the upsy daisy umbrella.
They may each tell where they land. (*e.g.*, a rooftop, a bird's nest, a flagpole)
The children should say, "I am Miss U. I am going ŭ ŭ upsy daisy. Guess where I will land."
This will enable the children to have practice repeating the short *u* sound.

Have the children look at the right-hand side of the booklet.
Explain that Miss U has discovered that many things go up without an upsy daisy umbrella.
Read aloud, "Miss U finds things that go up."

Have the children name each thing that Miss U found. (airplane, satellite, balloon, bird)
You may want to discuss how each object goes up.

Miss U wants us each to draw or paste pictures at the bottom of the page of things that go up.
Before we do that, let's look at the back of the booklet.

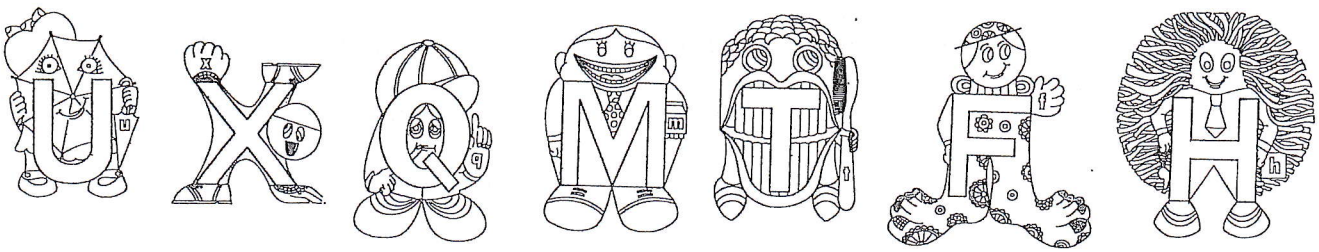
Read aloud, "Let's talk about things that go up."

Have the children find and talk about all the things in the picture that go up. Ask them to try to think of other things that go up.

Have them look in magazines for pictures of things that go up.
Help them complete their sentences on the inside of the booklet.

Select and read aloud several completed sentences.
Encourage the children to tell Miss U all the things they found that go up.

Suggest they take their booklets home.
Have them ask members of their family to tell Miss U all the things they can think of that go up.

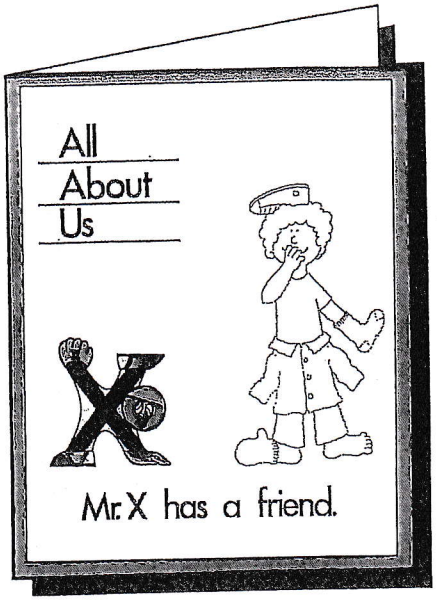


TEACHER OBJECTIVES:

To reinforce the characteristic of Mr. X.
To have children recognize, identify and write X.

PERFORMANCE OBJECTIVES:

The child will recognize and write the letter X.



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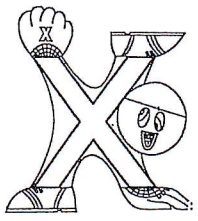


Mr. X made "All About Us" booklets all wrong.
The Letter People had to help him.
They love Mr. X and always help him.

Distribute the Mr. X booklets.

Have them say the name "All About Us" for Mr. X
Which Letter Person's picture is on the booklet? (Mr. X)
Whose picture is next to Mr. X? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. X has a friend."

What do we know about Mr. X? (He is all wrong.)
Look at the picture Mr. X drew of his friend.
What is wrong in the picture?

Give the children the opportunity to enjoy the picture.
The children may color and add to the picture in any way they wish.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
Explain that Mr. X put two pictures in the first sentence to help him remember what the sentence says.

Read aloud, "Mr. X writes x's."
Draw the children's attention to the second sentence.
Read aloud, "Mr. X uses x's."
Ask the children how Mr. X is using x's. (He's playing a game

Mr. X took this whole page to tell us about himself.
What two things did he tell us? (He writes x's. He uses x's.)

Mr. X wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. X wants each of them to write his or her name on it.

After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Laurie writes .)
Mr. X says the sentence is not finished.
Mr. X's sentence tells us he writes x's.
Laurie's sentence does not tell what Laurie writes.
How can Laurie finish her sentence?

Lead the children to conclude that Mr. X would like Laurie to finish the sentence by writing x's.
He will understand if she prefers writing a different letter.

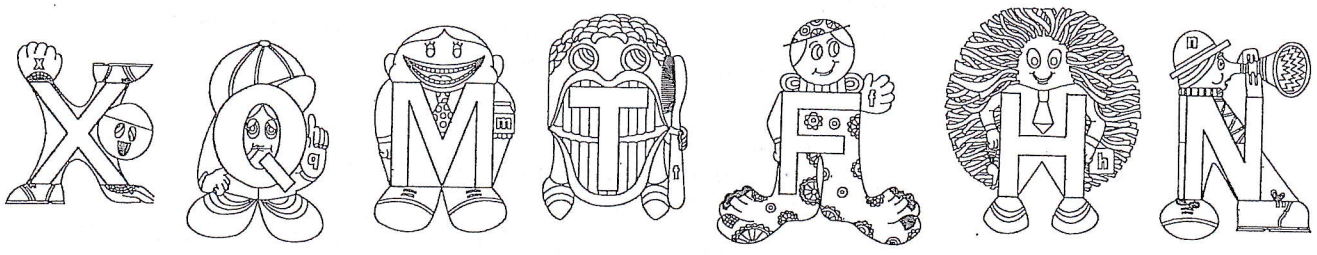
Help the children complete their sentences.
Select and read several completed sentences aloud.

Draw the children's attention to the second sentence.
Explain that Mr. X wants each of them to write his or her name on the dotted line.
Then he wants them to use x's in the "Tic Tac Toe."
Encourage them to show Mr. X how they used x's.

Explain that Mr. X wants them to turn to the back of the booklet and look at the picture.
Read aloud, "Let's talk about x's."
Have them find and tell Mr. X the things that are wrong. They then mark an x on each wrong thing.
Some children may be able to tell him what is wrong with each thing.

Encourage the children to take their booklets home.
Have them tell members of their family all about Mr. X.

After the children have finished this booklet, continue the language arts skills of observing. You may wish to draw or cut out some pictures for the children to look at. Be certain that each picture contains something wrong. Have the children discover what is wrong in each picture. Have them place an x on the incorrect thing.



TEACHER OBJECTIVES:

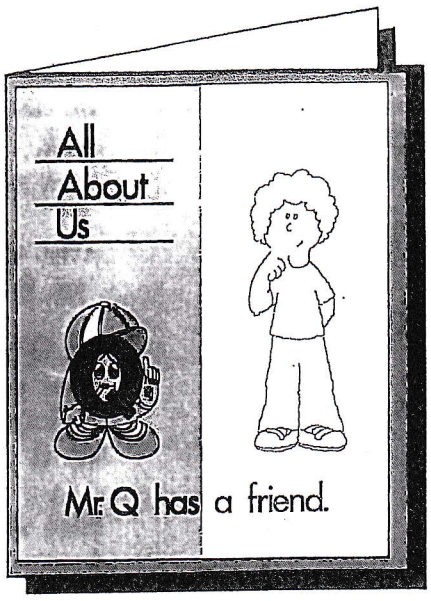
To reinforce the characteristic and sound of Mr. Q.

To have children become familiar with the use of the question mark.

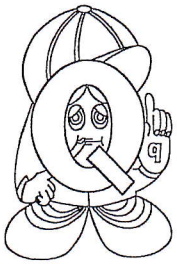
PERFORMANCE OBJECTIVES:

The child will identify the symbol representing the question mark.

The child will state a reason for using question marks in sentences.



LESSON PLAN



Mr. Q cannot tell us about "All About Us" booklets he made because he's called Quiet Mr. Q.
We'll find out about them ourselves.

Distribute the booklets.
Read aloud, "All About Us."

Which Letter Person's picture is on the booklet? (Mr. Q)
Whose picture is next to Mr. Q? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. Q has a friend."

Look at the picture of Mr. Q.
How can you tell he is quiet? (His finger is placed over his mouth.)
Mr. Q's friend wants to look quiet.
How can we make his friend look quiet?

Give the children the opportunity to complete the picture.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. Q put in the first sentence? (a picture to show he's quiet)
Read aloud, "Mr. Q is always quiet."

Explain that since Mr. Q doesn't have a sound to practice, he keeps himself busy by looking for things.
Draw a question mark on the board.

This is what Mr. Q found.
It is called a question mark.

Mr. Q drew a picture to show us where he found the question mark.
Look at the picture and find the question mark.

After the children find the question mark in the tree, read aloud, "Mr. Q finds a question mark."

Mr. Q took this whole page to write about himself.
What two things did we discover about him? (He is always quiet. He found a question mark.)
Mr. Q wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. Q wants each of them to write his or her name on the line.

After the children have had an opportunity to do this, select and read a booklet. (*e.g.*, Steven is .)
Mr. Q knows the sentence is not finished because it does not tell what Steven is.

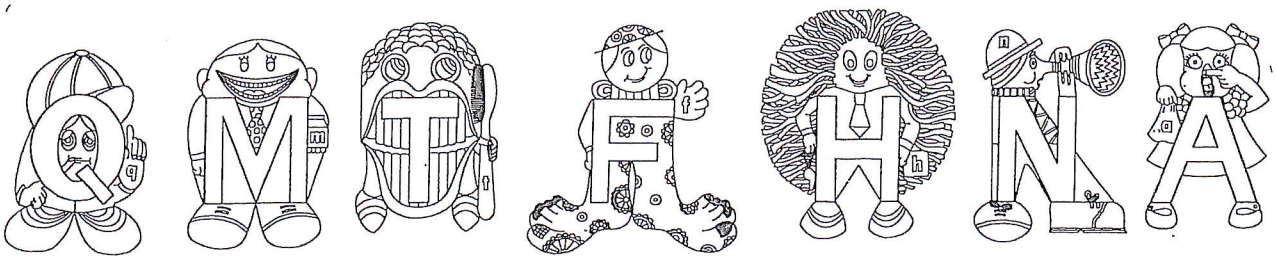
Discuss with the children the different words that could complete the sentence. (*e.g.*, happy, excited, noisy, sad)
The children may find or draw a picture to finish the sentence. They may dictate a word.

Help the children complete their sentences.
Select and read several aloud.

Draw the children's attention to the second sentence and the picture.
Explain that Mr. Q wants them to find a question mark in the picture he drew.
Have them circle each question mark.

Have the children turn to the back page of the booklet.
Read aloud, "Let's read a question."

The Letter People don't know what to do with the question marks Mr. Q found.
Mr. Y had an idea.
He said whenever a sentence asks something, a question mark will be put at the end of it.
Mr. Y wrote a sentence.
It said, "Do you like to yawn?"
What did Mr. Y ask?
If a sentence asks something, what will be put at the end? (a question mark)
Follow the same procedure with the sentences. (*i.e.*, Can you wink? Did you go upsy daisy?)

Some sentences ask things.
Each sentence Mr. Q wrote on this page asks something.
Let's listen to the first sentence and find out what it asks.
Read aloud, "Can a flower sing?"
What does the sentence ask?
What did Mr. Q put at the end of the sentence? (a question mark)
When do we put a question mark at the end of a sentence? (when it asks something)
Let the children say the sentence with you.
Have a child answer the question.
Follow the same procedure with the other two sentences on the page. (*i.e.*, Can a fish swing? Can a bird fly?)

Encourage the children to take their booklets home.
Ask them to have members of their family read Mr. Q's sentences.